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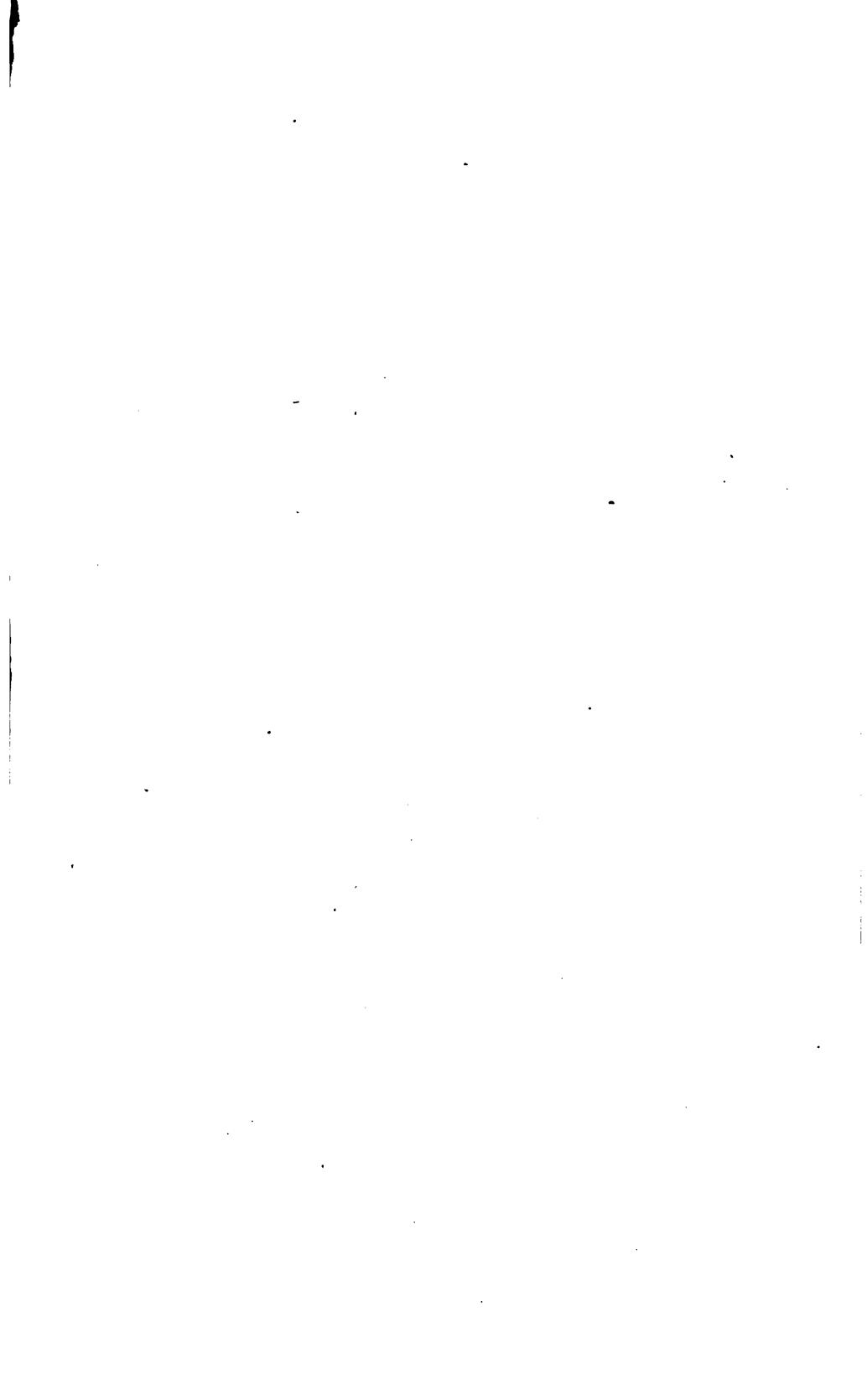


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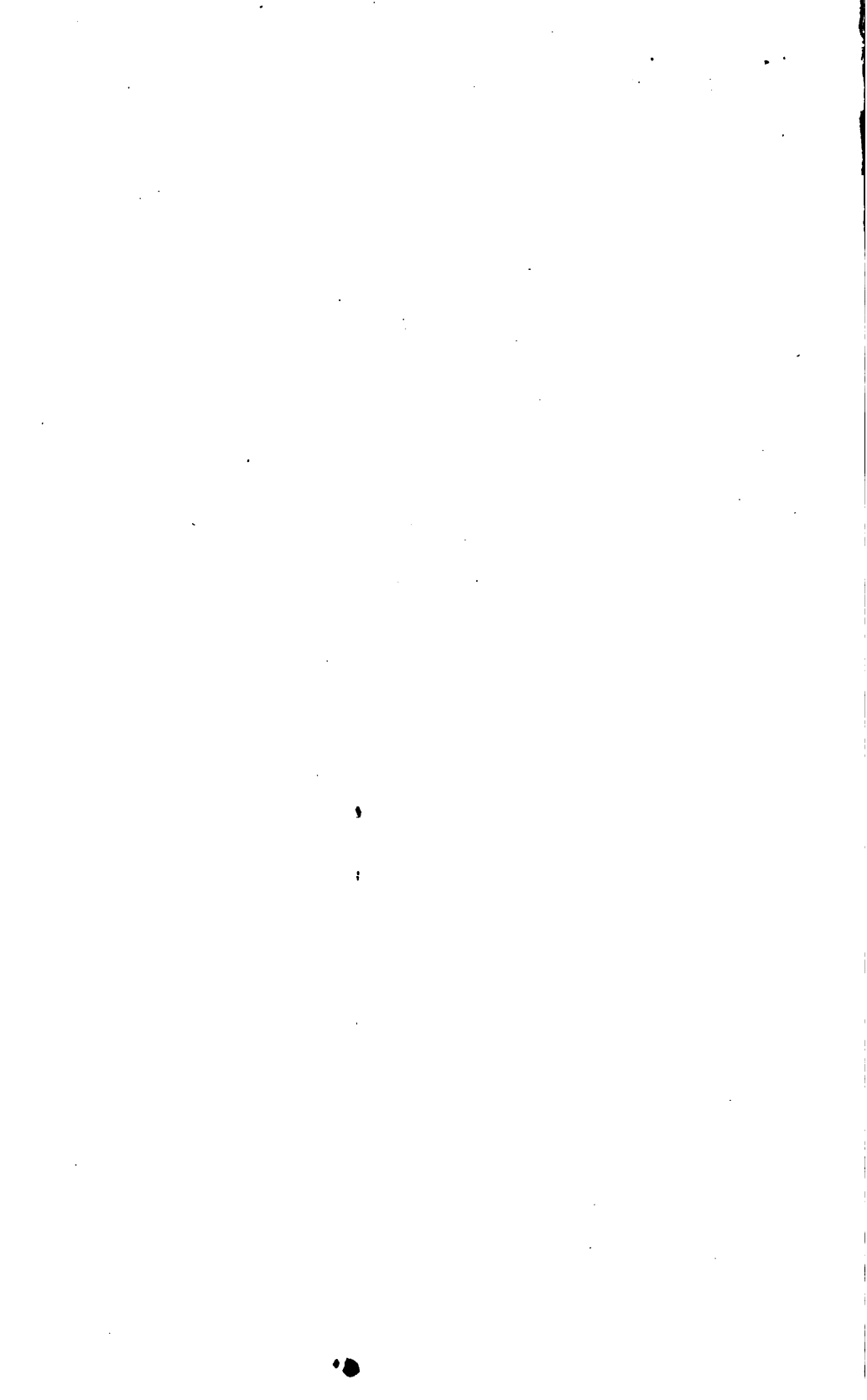
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No. 17.

HIGHER EDUCATION IN IOWA.

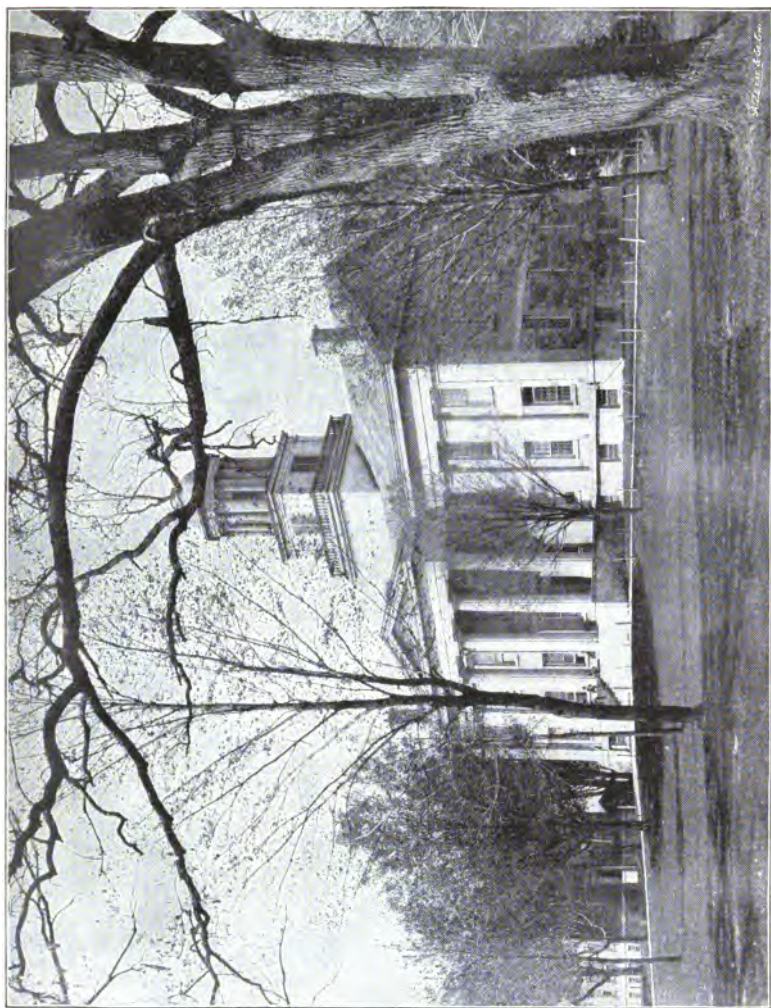
BY

LEONARD F. PARKER,

Professor of History in Iowa College.

WASHINGTON:
GOVERNMENT PRINTING OFFICE.
1893.





STATE UNIVERSITY OF IOWA—CENTRAL BUILDING.

U. S. —

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LETTER OF TRANSMITTAL

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, D. C., March 1, 1893.

SIR: I have the honor to forward for publication as a Circular of Information the manuscript of a History of Higher Education in Iowa, by Prof. Leonard F. Parker of the chair of History in Iowa College, located at Grinnell in that State. This document constitutes No. 17 of the series of contributions to American Educational History, prepared under the editorial supervision of Professor Herbert B. Adams, of Johns Hopkins University, a series to which I have heretofore called your attention as a notable monument of the administration of my predecessor in this office, the Honorable N. H. R. Dawson.

Besides the local interest to which such a work appeals, there is much in the educational history of Iowa which is instructive to all students and observers of educational progress, since within her limits there has appeared from the time of the earliest settlements a noteworthy zeal in founding institutions of learning and in providing instruction for all classes of the people.

In behalf of the author I beg leave to state that his work was completed and delivered to this Bureau early in 1891, which date should be understood as the concluding period of the various sketches. He has been able, however, in some instances, to incorporate later information in the process of revising the proof.

I have the honor to be, sir, very respectfully,

WM. T. HARRIS,
Commissioner.

Hon. JOHN W. NOBLE,
Secretary of the Interior.



EDUCATION IN IOWA.

INTRODUCTORY.

OUTLINE OF THE HISTORY OF IOWA.

CIVILIZED CLAIMANTS OF IOWA TERRITORY.

Jacques Marquette and Louis Joliet were the first white men who ever stepped on what is now Iowa soil. Marquette claimed the region for his sovereign, Louis XIV, of France. Since then the sovereignty of the territory has been claimed by France, or by others as derived from France, as follows: (1) By France, 1673 to 1763, by right of discovery; (2) by Spain, 1763 to 1800, by cession from France; (3) by France, 1800 to 1803, by cession from Spain; (4) by the United States, 1803 to the present time, by purchase from Napoleon for \$15,000,000.

In 1803 there was a goodly number of American settlers along the Ohio River. The Mississippi was their only available outlet to the sea. Serious complications had arisen from the foreign control of the mouth of that stream. The interests of American trade in the West demanded that that barrier should be removed. The purchase of New Orleans and adjacent territory seemed desirable. On the other hand, Napoleon was becoming eager to sell all the French territory in the Mississippi Valley. France might be unable to defend it against hostile and combining Europe. Fifteen million dollars would be very helpful in the growing financial embarrassments of the French. The American Republic, now more than doubled in size by the acquisition of that immense territory, might become England's resistless antagonist. So thought Napoleon. The bargain was made with little delay.

The United States Government, however, has never assumed that the aboriginal inhabitants have had no rights to the soil of Iowa. It has induced them to surrender their claims by treaty, commencing with that of 1824, reserving a tract for half-breeds, and ending with the treaty of 1842, by which the Sacs and Foxes relinquished all the territory of Iowa.

ITS GOVERNMENT SINCE 1803.

Lead was discovered opposite Prairie du Chien, and the Spanish mines were opened by Frenchmen at Dubuque in 1788. A tract of nearly 6,000 acres in Clayton County was allotted to another Frenchman, Basil Giard, in 1795, and four years later the Spanish authori-

ties permitted still another Frenchman, Louis Honoré Tesson (or Fresson or Fesson), "to establish himself at the head of the rapids of the river Des Moines," in Lee County, "to watch the Indians and to keep them in the fidelity which they owe to his [Spanish] majesty."

This Tesson claim became famous in the judicial and educational history of Iowa as the Half-Breed Tract. There were white occupants of each of these grants in 1803.

What is now Iowa was included in the District of Louisiana from 1804 to 1805, in the Territory of Louisiana from 1805 to 1812, and then in the Territory of Missouri from 1812 to 1821.

The District of Louisiana was under the control of the governor and judges of Indiana Territory, and that governor was then no less a personage than William Henry Harrison, who rose afterward to a generalship and to the Presidency. The white residents in this part of the Northwest had no voice in its government until it became the Territory of Missouri, when they chose a house of representatives, and that house named eighteen persons, from whom the President selected nine to constitute the Territorial council.

The State of Missouri was admitted into the Union in 1821, and "Iowa was left, for the time being, 'a political orphan.'"¹ Nevertheless it was not altogether without law, for one provision at least of the Missouri compromise seems to have applied to it, that one which prohibited slavery in all Territories of the United States north of the south line of Missouri.

Iowa was formally opened to the whites in 1833, and in 1834 settlements were rapidly dotting the western border of the Mississippi and the more central parts of the Black Hawk purchase. These needed the protection and control of the National Government. The Iowa of to-day was consequently made a part of Michigan Territory from 1834 to July 3, 1836, then a part of Wisconsin Territory from 1836 to July 3, 1838. It was then included in Iowa Territory from 1838 to December 28, 1846, when it was admitted to the Union as the twenty-ninth State. Its inhabitants took no part in an election until 1836, when it was a part of Wisconsin Territory, and when for the first time the right of suffrage in the Northwest was not limited by a property qualification.

THE WHITE POPULATION.

The whites have constituted the only appreciable school factor in the history of Iowa. The number of negroes has been small. The non-Indian population at several important periods has been as follows:²

1836.....	10, 531	1860.....	673, 779
1838.....	22, 859	1870.....	1, 118, 207
1846.....	102, 388	1880.....	1, 614, 600
1850.....	191, 881	1890.....	1, 911, 896

¹ Hon. C. C. Nourse's *Iowa and the Centennial*, p. 4.

² *Iowa, Historical and Comparative Census, 1836-1880*, pp. xv-xvi, 8-9.

Immigration was at its flood tide about 1855. It increased 345 per cent from 1840 to 1850 and 1,465 per cent from 1840 to 1860. The earliest settlers came very largely from southern Ohio, Indiana, Illinois, and the more northerly of the Southern States; Pennsylvania soon furnished a large contingent, and after the democratic disappointments in the European revolts of 1848, many earnest republicans from the Old World became citizens of Iowa. About 1854 large additions were made to the population from New England and from its earlier overflows into New York and northern Ohio. This increase was facilitated that year by the completion of the railroad to the Mississippi and by later extension into the State.



CHAPTER I.

EDUCATION IN IOWA BEFORE 1838.

Education within the Territory of Iowa was limited to the Indian's wigwam and to the miner's cabin until after the United States' purchase from Napoleon. It was, indeed, almost thirty years after the purchase of Louisiana before the first school was organized here.

Prof. T. S. Parvin, one of the oldest settlers of Iowa, and the most painstaking and most trustworthy historian of pioneer days, writes as follows of the earliest American settlement:

Before any permanent settlement had been made in the Territory of Iowa or Wisconsin, white and venturesome trappers and traders, many of whom were scattered along the Mississippi and its tributaries as agents and employes of the American Fur Company, intermarried with the females of the Sac and Fox Indians. Many of them were respectable people. The first settlement and the one productive of the greatest results was made in Lee County in 1820 by Dr. Samuel C. Muir, a surgeon in the U. S. Army, stationed at Fort Edwards, now Warsaw, Ill., who built a cabin on the site of Keokuk. The doctor had been educated at Edinburgh, Scotland, and was a man of strict integrity and irreproachable character and very popular in the army. He had fallen in love and married a beautiful Indian maiden, to whom four children were born, one of whom, an honored lady, still lives in Keokuk.

In reply to an order of the War Department for all army officers and soldiers to cast off their Indian wives Dr. Muir said: "No. May God forbid that a son of Caledonia should ever desert his child or disown his clan," and at once threw up his commission and retired to private life. He erected the first cabin in what is now the city of Keokuk.

The first school was on the "half-breed tract." During the Spanish occupation of Iowa those limited tracts of land opened to the whites within the present limits of Clayton and Dubuque counties sustained no important relations to education. No school sprang up on the grant to Louis Honore Tesson, at Montrose, during his time. Neither the man nor the environment was specially favorable to education. In 1824, however, when the Sacs and Foxes, in their treaty with the United States, reserved for their half-breeds 119,000 acres in the southern angle of the present Lee County, they practically opened that locality to white settlement and to schools. The first school on Iowa soil was taught on the half-breed tract, at Galland, and near the land confirmed by the United States to Tesson's representatives.

THE FIRST SCHOOL.

It is less than sixty years since the first school was opened within the limits of Iowa, nevertheless several claimants have been presented

for the honor of being regarded the first teacher. The evidence¹ now seems conclusive in favor of Mr. Berryman Jennings. Prof. T. S. Parvin has gathered the facts on this point with great care and skill, and from one of Mr. Jennings's letters to him the following extracts are taken:

I do not remember the names of the pupils of my school or of my patrons, but I do remember that I taught school in Lee County, Iowa, in 1830, and that it was the first school taught north of Missouri and west of the Mississippi River, a very large school district, extending to Canada on the north and to the Pacific Ocean on the west, where there are now some thirteen or more States and Territories.

* * * * *

I was residing on the half-breed tract, now part of Lee County, in 1830. Dr. Isaac Galland, an eminent physician and citizen, resided six or eight miles above the present site of Keokuk, on the Mississippi River, near where resided several American citizens who had children of a school age. The doctor prevailed upon me to teach a three months' school. Dr. Galland furnished rooms, fuel, furniture, and board in his family. While teaching he gave me the use of his medical books (with which he was well supplied) to read, and after school I continued to read until mid-summer of 1831, when I was taken sick; convalescing, I returned to my father in Warren County, Ill.

This school room was as all other buildings in that new country, a log cabin built of round logs or poles notched close and mudded for comfort, logs cut out for doors and windows, and also for fireplaces. The jamb back of the fireplace was of packed dry dirt, the chimney topped out with sticks and mud. This cabin, like all others of that day, was covered with clapboard. This was to economize time and nails, which were scarce and far between. There were no stoves in those days, and the fireplace was used for cooking as well as comfort.²

This letter gives us a glimpse of the first school, of the first school-teacher, and of the first schoolhouse in Iowa.

OTHER SCHOOLS.

It is "interesting to know that schools were taught in Iowa four years before our connection with Michigan, six earlier than our union with Wisconsin, and eight before Iowa had an independent organization." Prof. Parvin says he has "the names and places of no less than forty teachers who taught school in Iowa prior to the organization of the Territory, July, 1838." Those earliest schools were maintained in the present counties of Lee, Van Buren, Des Moines, Henry, Muscatine, Scott, Clinton, Jackson, and Dubuque.³

Those early teachers were not professionals; those early schools were neither high schools nor State-supported; those early schoolhouses were not palaces. The teachers were usually peripatetic; the schools were mixed in grade and sometimes in color; there was in them little of college or of delicate "culture;" there was often much of the brawn and the brain that build empires.

¹ Iowa Normal Monthly, Vol. XII, pp. 267-271. Iowa Historical Record, Vol. v, pp. 201-212.

² Written from Oregon City, Oregon, November 28, 1884.

³ Iowa Historical Record, Vol. v, p. 211.

Early schoolhouses were log. Immigrants pushed across the Mississippi and sometimes across the Indian frontiers even in the face of United States soldiers sent out to repel them. They were on the western bank of the Mississippi before the Black Hawk purchase of 1832; they pressed their way more than 50 miles west of that river before the treaty of 1837 opened that more distant territory to the whites, and, when the midnight signal in 1843 indicated that the recent lands of the Sacs and Foxes were theirs, no longer, waiting men, women, and children instantly rushed forward into the newly opened groves of central Iowa.

Pioneer skill could build houses for civilized men out of standing trees with few implements beside the ax. It did do it. And, "wherever a little settlement was made, the schoolhouse was the first united public act of the settlers, and the rude primitive structure of the early time only disappeared when the communities had increased in population and wealth and were able to replace them with more commodious and comfortable buildings."

One of those primitive structures has been described thus:

It was built of round logs, the spaces between them chinked and then daubed with mud. About 5 feet from the west wall on the inside and about 5 feet high another log was placed, and running clear across the building. Puncheons were then fixed on this log and in the west wall on which the chimney was built. Fuel could then be used of any length not greater than the width of the building, and when it was burned through in the middle the ends were crowded together. In this manner was avoided the necessity of so much wood chopping. There was no danger of burning the floor, as there was none. The seats were made of stools or benches constructed by splitting a log, hewing off the splinters from the flat side and then putting four pegs into it from the round side for legs. The door was made of clapboards. On either side a piece of one log was cut out and over the aperture was pasted greased paper, which answered for a window. Wooden pins were driven into the log running lengthwise immediately beneath the windows, upon which was laid a board, and this constituted the writing desks.

Doubtless many log schoolhouses were better than the one thus described; it was certainly the substantial type of very many.

The exact number and kind of schoolhouses can not be given year by year until after the organization of the State. However, they were invariably log buildings until 1840, when the first frame schoolhouse was built at Muscatine, where also the first brick schoolhouse was erected ten years later. While these log schoolhouses increased absolutely in number until 1862, when there were 893 of them in the State, they seem to have diminished relatively from earliest territorial years. In 1854 they were about half of the whole number, and, when most numerous in 1862, they were only about one-fourth of all. The entire number has now (1890) dropped down to 30, or to merely 1 out of 429.

SCHOOLHOUSES, CHURCHES, OR TOWN HALLS.

The first buildings erected by the Iowa communities, and for them were either schoolhouses or churches, probably, but it was often difficult to tell what to call them. They were used for all public purpose

indeed, and often planned and built for more than one kind of public service. One building erected in Dubuque, in 1833 or 1834, sometimes called the "first schoolhouse in Dubuque, and first in the State," is also called by early Iowa writers a "church," a "meetinghouse," and even a "court-house." Fortunately for the question before us that log structure was built by subscription, and the original subscription paper is the property of the Iowa State Historical Society. That paper shows that the building was erected for the Methodist Episcopal church, and when not occupied by that church, might "be used for a common school at the discretion of the trustees." It was used, as it seems, as a town hall also.

William R. Ross, the gentleman who erected the first schoolhouse at Flint Hills (now Burlington), said that in 1833 he built "a log cabin for a schoolhouse and for preaching." Probably he himself could scarcely tell which object was first in his own thought. It is still more probable that he never attempted to analyze his thought in that respect.

In the history of Denmark there is a notice of "a shanty sanctuary which was to be a schoolhouse as well for eight years," one at first used "without door, floor, or windows," looking "as though all the materials had been taken from the stump within twenty-four hours."¹

The schoolhouse in Grinnell was long the only building for public use. It was church, town hall, lyceum, and universal public reception room. In general, the earliest schoolhouses were private (or semi-public) property and for various uses. After school laws were in force buildings were often recognizable as distinctively schoolhouses or churches only by determining who built and who controlled them.

SCHOOL LEGISLATION BEFORE THE ORGANIZATION OF IOWA TERRITORY.

The ordinance of 1787 was enacted for territory east of the Mississippi; nevertheless, its beneficent provisions were quite as efficient west of that river. Iowa was entitled to the benefits of that ordinance ever after its connection with Michigan Territory. The school legislation, however, of Michigan Territory was valueless to Iowa. That Territory created the office of "superintendent of common schools" in 1835. He was to take charge of the schoolhouses and general school interests, and to report annually whatever might appear to him "necessary and proper for the advancement of education." At that time there were schools in the Iowa district in both of its two townships of Flint Hills and Julien, which constituted, respectively, the counties of Des Moines and Dubuque, but no Territorial "superintendent" ever visited them.

The educational legislation of Wisconsin Territory was more aspiring, though scarcely more effective in producing permanent results in Iowa.

¹ Dr. Magoun's "Asa Turner and His Times," p. 196.

Its act to prevent trespass on school lands was worth little anywhere. It was passed in 1836 and made it a "trespass to cut down or destroy or haul from off the school lands any timber or wood of any kind, provided, the act shall not be so construed as to prohibit any person from using any of the timber on said school land for the purposes of cultivating such land." Thus a law to prevent trespass on school lands made one trespass curative of itself and of a preceding one. Original, aboriginal legislation, indeed!

The same legislature tried its hand at university building on the east side of the Mississippi, but its Wisconsin University at Belmont was a prompt failure. The next year, December 13, 1837, the legislature voted "to establish the Wisconsin University of Green Bay," but altogether in vain, though the same body was eminently successful in actually establishing "the University of the Territory of Wisconsin, at, or near Madison," the institution which is now flourishing as the State University of Wisconsin.

January 15, 1838, was a red-letter day for seminary schemes for Iowa in that legislature. On that day Dubuque Seminary was established (so far as it could be by a legislative body) in Dubuque County; Mount Pleasant, in Henry County; Farmington, in Van Buren County; Augusta and Union, in Des Moines County, and West Point and Fort Madison, in Lee. These seminaries were for both sexes and to teach science and literature, but they had no foundation more substantial than hope and the statute.

COLLEGES WEST OF THE MISSISSIPPI.

That Wisconsin legislature, in January, 1838, was memorable also because of its action for colleges in Iowa. It was doubtless affected by Iowa influences somewhat readily, since that session was on Iowa soil at Burlington. Four days after its effort to create seminaries in Iowa it voted to establish the Philandrian College and to incorporate the Davenport Manual Labor College.

The first section of the act in favor of the Philandrian College reads thus:

Be it enacted by the council and house of representatives of the Territory of Wisconsin, That there shall be established in the town of Denmark, in Des Moines County, a college for the purpose of educating youth, the style, name, and title whereof shall be "The Philandrian College of the town of Denmark," which college shall be under the direction of seven trustees, to wit: Rev. Jeremiah Porter, Samuel Barrett, James P. Stuart, Robert A. Leeper, Timothy Fox, Lewis Epps, and A. M. Dixon.

Elsewhere it was provided that the institution should be "open to every religious denomination," and that "no person as president, professor, instructor, or pupil" should "ever be refused admission for his conscientious persuasions in matters of religion."

The Leeper family circle, in which this separate enterprise originated, was Scotch Presbyterian—psalm-singing variety—and settled first in Bond County, Ill.; then at Jacksonville. The father gave largely to Illinois College, and influenced it:

location there in place of Vandalia. Embarrassing himself by paying up his pledges to it, he removed to Princeton, and built there grist and saw mills and a carding machine. All the circle became at Jacksonville zealous for manual-labor colleges, and the proceeds of the Princeton property were to make the Philandrian such a college for Iowa.¹

The Leepers put their hearts and their purses so completely into the work, that they sent an agent to the East to secure "twelve young men or more to come and build academies as feeders to the Philandrian."² He failed to obtain either men or money. The Leepers soon lost their Princeton buildings by fire, and the college trustees probably never held a meeting.

The Davenport Manual-Labor College was to promote "the general interest of education and to qualify young men to engage in the several employments and professions of society, and to discharge honorably and usefully the various duties of life."³ A writer of the history of Davenport has said:

This scheme was a fine one, but it never amounted to anything, for two reasons—a lack of students and a want of money.

It came to its death by anæmia, a plague not limited to Iowa.

A writer has voiced the thought of many concerning this period of Iowa history, and concerning this legislation for higher education, by saying:

It is a little strange, wondrous strange, indeed, that a legislature composed almost wholly of Eastern and many New England men should begin at the top and foolishly try to build downwards to the bottom. At that period there were not youth of both sexes of sufficient number and advancement to constitute a collegiate preparatory department, or even a high school, in all the Territory.

That those New Englanders should begin at the top does not seem quite so strange when we recall the fact that their predecessors in Massachusetts began exactly in that way. The general court of Massachusetts Bay colony originated Harvard College six years before it provided for common schools, and when there were only about one-fourth as many white inhabitants in the colony as there were in Iowa in 1838. But the people in Iowa were scattered widely, with no marked common center and no one distinct educational nucleus. Attempting to establish many places of secondary and higher education, they gave permanent life to none.

¹ Dr. Magoun's *Asa Turner and His Times*, p. 243.

² Dr. Magoun's *Asa Turner and His Times*, p. 244.

³ *Iowa Normal Monthly*, xii, p. 275.

CHAPTER II.

EDUCATION IN IOWA TERRITORY, JULY 11, 1838-DECEMBER 23, 1846.

SCHOOL LEGISLATION.

There were three Governors in Iowa Territory during its eight years of existence.

(1) Robert Lucas was, fortunately, the first of these, from 1838 to 1841. It was still more fortunate that he came from public life in Ohio when that State was just taking advanced educational measures under the lead of its distinguished superintendent of public schools, Samuel Lewis. Iowa and Governor Lucas also were indebted (and how deeply we may not say) to a young clerk¹ an editorial assistant of Mr. Lewis in Ohio, who became the first private clerk of Governor Lucas in Iowa. The first report of Mr. Lewis was made in January, 1838, and the educational recommendations of Governor Lucas in his first message to the Iowa legislature in November, 1838, seemed very much like an echo from that report. The governor said:

The twelfth section of the act of Congress establishing our Territory declares "That the citizens of Iowa shall enjoy all the rights, privileges and immunities heretofore granted and secured to the Territory of Wisconsin and its inhabitants." This extends to us all the rights, privileges, and immunities specified in the ordinance of Congress of the 13th of July, 1787.

The third article of this ordinance declares, "That religion, morality and *knowledge*, being necessary to good government and the happiness of mankind, *schools* and all the means of education shall be forever encouraged."

Congress, to carry out this declaration, have granted one section of land in each township to the inhabitants of such township for the purposes of schools therein.

There is no subject to which I wish to call your attention more emphatically than the subject of establishing at the commencement of our political existence a well-digested system of common schools.²

He also recommended the organization of townships "as without proper township regulations it will be extremely difficult, if not impracticable, to establish a regular school system." In this first State paper, under the newly organized government of Iowa, do we find the township system recognized and enforced as the basis of a school organization.³

¹ Now Prof. Theodore S. Parvin, of Cedar Rapids, Iowa.

² Superintendent Abernethy's Iowa school report for 1874-'75, pp. 22, 23.

³ Iowa Normal Monthly, XII, p. 277.

The first legislature was not in harmony with the governor on some important points, nevertheless, it responded very readily (though only partially) to his educational recommendations. It enacted—

a law providing for the formation of districts, the establishing of schools; and authorized the voters of each district, when lawfully assembled, to levy and collect the necessary taxes, "either in cash or good merchantable property, at cash price, upon the inhabitants of their respective districts, not exceeding one-half per centum, nor amounting to more than \$10 on any one person, to do all and everything necessary to the establishment and support of schools within the same."

Mark! "Taxes, either in cash or good merchantable property." It is recalled in honor of young Erasmus, that he once said, "As soon as I get any money I shall buy Greek books, and then I shall buy some clothes." It should be remembered to the honor of these Iowa pioneers that they proposed to build schools before they got money.

The second legislative assembly enacted, January 16, 1840, a much more comprehensive law to establish a system of common schools; a law containing many excellent features. Its provisions were, however, in advance of the existing public sentiment, on the subject of education; making ample provision as it did for free public schools. Even the people of Iowa were scarcely ready for such a law.¹

No succeeding Territorial legislature took any advanced step of permanent importance. The third attempted to do so by creating the office of superintendent of public instruction.

The governor immediately tendered the appointment to T. S. Parvin, who had been his private secretary, and whose views and knowledge of the subject he had learned when preparing his first message. The appointment was declined, and then tendered to Dr. William Reynolds, a gentleman of education from the East, but wholly unacquainted with the West and her people.²

He, however, did what he could under the circumstances. He held the office only a single year and made but one report to the legislature, and that was dated December 20, 1841.

He recommended legislation tending to the creation of a permanent school fund, and discussed the propriety of providing for "compulsory education," even at that early day. He added that the territory was settling with such astonishing rapidity that the legislature should take early steps more efficiently to organize schools in the territory.

A STEP BACKWARD.

The senate committee on education indorsed the superintendent and the superintendency, but the school committee of the house of representatives took a very different view of the subject. It reported that free schools could be successful only in populous localities, that "no permanent aid on the part of the legislature" could be given to primary schools, and that the office of superintendent should be abolished.

All the recommendations of this astute committee seem to have been adopted; as no action was taken to advance the cause of education, and for several successive sessions, school legislation was rather retrogressive in character.³

¹ Iowa School Report, 1874-75, p. 23.

² Iowa Normal Monthly, XII, p. 279.

³ Hon. Alonzo Abernethy in Iowa School Report, 1874-75, p. 29.

This was true during the five remaining years of the Territorial period, although Governor John Chambers (in office 1841-45) urged the legislature of 1841-42 to advanced action, saying:

I most earnestly recommend the subject to your consideration. If the school system is defective it ought to be promptly altered or amended, and if those to whom the duty of carrying it into effect has been committed can not be induced to act under the existing provisions of the law, others should be adopted of sufficient force to insure the performance of every duty necessary to bring it into successful operation. The subject is one upon which no delay or neglect in any department of the government, or on the part of any persons concerned in the administration of the laws for its regulations ought to be tolerated.

SCHOOLS IN IOWA TERRITORY.

Prof. Parvin says of this period:

Children of school age not otherwise employed were so scarce that in a town of 100 people there was but one child, and to prevent him from being lost in the bushes his mother tied a small bell about his neck. And even after the erection of the first schoolhouse, which, in its day, was the largest only frame schoolhouse in the Territory, we remember having gathered wild strawberries in the streets.¹

Pioneering was lively business, and children had their full share in all industries. Nevertheless, Superintendent Reynolds was not prevented from saying in his report to the legislature in 1841:

The interest taken in schools and the school law, almost universally, and the fact that the interest is daily increasing, can not fail to be highly gratifying to every person who is anxiously looking forward to the time when we shall have a good "system of public instruction," and the funds to enable us to carry it into effect. The flood of emigrants that is so rapidly settling our territory, seems to bring with it the right spirit, and there are very few neighborhoods where there are a dozen or twenty children that can be collected, in which there is not a school, and if it is not of the best kind it is the best they can get, and consequently creditable to them. * * *

The three counties which have reported are Clayton, Lee, and Des Moines. In Clayton there have been schools taught in two places only, neither of which have reported.

There are several good schools in Des Moines County, and they are liberally supported. The city of Burlington has seven schools; one in which the higher branches of an English education and the classics are taught, and another devoted to the education of young ladies.

Lee County has thirteen townships, only four of which appear to have reported. These are Denmark, West Point, Washington, and Van Buren. These townships have been divided into districts, most of which appear to have organized and are acting under the law, and in Denmark, Washington, and Van Buren the prospects appear very flattering. Taxes have been voted in several instances, as the reports will show.

In Louisa County several schools have been taught during the past summer—some very good—and there are several in operation this winter. There appears no want of zeal. Want of schoolhouses and teachers, and the scattered situation of the inhabitants plead excuse.

Our larger towns, Burlington, Dubuque, Mount Pleasant, Fort Madison, and Iowa City, are all very creditably supplied with schools. In the latter there are four schools. One, just commencing operation under my own superintendence, is designed

¹ Iowa Normal Monthly, XII, p. 278.

to be a permanent institution, and to afford to youth of both sexes every facility for acquiring all the branches of an academic education; and as far as opportunity offers it will be made useful to those who may wish to qualify themselves to teach. One of the other schools is devoted mostly to the interests of female education and the others are common schools.¹

The United States census of 1840 indicates the existence of 63 primary and common schools, with 1,500 scholars, in the Territory, and one academy in Scott County with 25 pupils. When the Territory became the State it contained about 100,000 people, 20,000 of school age (between 5 and 21), 400 school districts, and 100 schoolhouses, valued at \$135 each.

During the territorial period a goodly number of academies and seminaries were incorporated, but it has been said that "it would require an antiquarian, with a surveyor and his compass and chain, at this date to find some of those seats of learning of fifty years ago. Some of them, like Jonah's gourd, came up at night, flourished for a season, a very brief one, and withered with the rising of the sun." Some of them survived until graded and high schools deprived them of patronage. One and only one of these still lives, and of Denmark Academy a word must be said when existing schools are named.

SCHOOLS BEFORE TAXES.

The people did not wait for legislation nor depend upon it in earliest school-building. This has been obvious already, yet it deserves formal notice. The older towns steadily maintained and enlarged their schools by subscription when no law enabled them to levy a tax, and the newer towns opened places of instruction in their earliest cabins or beside them.

What effort and what sacrifice they cost them none of this generation can know and few can well imagine. If we could look into their cabins, closed closely enough against a king but far too open to frost and storm, if we could see the people clad in homespun or in deer-skins, and at meals as frugal as Marion's historic dinner, and if then we should hear them (as we might have heard them) volunteer to build another cabin for a school and to live even more meagerly in order to pay a teacher, we might have some approximate appreciation of their regard for education.

¹ Iowa School Report, 1874-75, pp. 27-28.

CHAPTER III.

EDUCATION IN THE STATE.

GETTING UNDER WAY, 1846-'58.

The history of popular education in the State may be divided, very properly, into two periods, the one before and the other after the adoption of "the township school system" in 1858. Before that year and before the school law then adopted there was a tendency toward agreement in educational principles, a growing consensus of fundamental ideas; since 1858 the progress has been largely evolutionary, the flowering and the fruitage of the legislative germs of that and of previous years.

EDUCATION IN THE CONSTITUTION OF 1846.

Iowa assumed statehood under a constitution which indicated and demanded high educational rank. It required—

(1) The election of a superintendent of public instruction, as follows:

The general assembly shall provide for the election by the people of a superintendent of public instruction, who shall hold his office for three years.

(2) The creation of a school fund:

The general assembly shall encourage by all suitable means the promotion of intellectual, scientific, moral, and agricultural improvement. The proceeds of all lands that have been or hereafter may be granted by the United States to this State for the support of schools, which shall hereafter be sold or disposed of, and the 500,000¹ acres of land granted to the new states * * * and all estates of deceased persons who may have died without leaving a will or heir, and also such per cent as may be granted by Congress on the sale of lands in this State, shall be and remain a perpetual fund, the interest of which, together with all the rents of the unsold lands, and such other means as the general assembly may provide, shall be inviolably appropriated to the support of common schools throughout the state."

(3) A system of common schools.

The general assembly shall provide for a system of common schools, by which a school shall be kept up and supported in each school district at least three months in every year.

THE FIRST GOVERNORS OF THE STATE.

The first two governors of the State were in office four years each, and the third three years, and not one of them was an educational

¹Mr. Justice Miller, of the United States Supreme Court, made a mistake in saying in his article in the July (1889) number of Harper's Monthly Magazine that this grant of 500,000 acres was for a university.

brakeman. The first, Hon. Ansel Briggs (December 3, 1846–December 4, 1850), in his message to the first general assembly said:

Our laws relative to common schools, in my judgment, call for your immediate and careful attention. The people of Iowa have ever manifested an earnest and commendable zeal in the spread of education, and especially in the establishment of an efficient and permanent system of common schools.¹

Again, in his last message in 1850, he said:

It is to be hoped that a very considerable portion of your time and attention will be expended in efforts to perfect our system of common-school education.

The first general assembly (November 30, 1846–February 25, 1847) was faithful to its constitutional duties—

And its first act was entitled "Chapter 1—School Fund," and approved December 14 of that year. Chapter 99 is entitled "Common Schools," and this act, which is declared in its title to be "Supplemental and amendatory to that of January 16, 1840, provides for the election (as provided for in the constitution) of a State superintendent of public instruction at the next township election [which occurred April 5, 1847]. In this law of nine pages provision is made for the erection and organization of school districts, election of directors and defining their duties, raising of moneys and building of schoolhouses, inspection of schools, receipt and disbursement of the school fund, examination (by the inspectors) of teachers, levying of taxes for the support of schools, defining the duties of State superintendent, whose office was established permanently at the seat of government, proper control of the school fund of the State, and to report annually to the general assembly, stating fully and minutely no less than seven important matters touching his office and the progress of the schools. The school fund commissioners of each county had the management of the county share of public moneys, and had to report to the superintendent in some nine particulars, carefully guarding the funds and providing for the best interests of the schools.

In this law the township was not then nor before nor since made the absolute basis of the system, as recommended by Governors Lucas, Grimes, and the superintendents. Nor was the system of county superintendency engrafted upon the system, nor yet that of graded schools and teachers institutes, the outgrowth of later laws and recommendations. These were wisely provided for and ably enforced by the Commissioners on Revision of the Laws, Mann and Dean, in 1857. A further act was passed the same session and approved February 25, 1847, providing more fully for the "management and distribution of the school fund."

At the next session, January 25, 1848, an act was passed to authorize a district school tax, "both for the support of schools and the building of schoolhouses."²

THE FIRST STATE SUPERINTENDENTS.

The first State superintendent of public instruction, James Harlan, was once an Indiana farmer boy, then a self-supporting student in Asbury University, and, in 1846, at the age of twenty-six, president of Iowa City College. In the flush of young manhood, and with a teacher's best ambition, he was located in the shadow of the statehouse and in daily contact with the members of the first general assembly. Deeply interested in its educational legislation, he could scarcely decline

¹ Iowa School Report, 1874-'75, p. 31.

² Iowa Normal Monthly, XII, p. 282.

to enter the canvass for the State superintendency. His competitor was the Hon. Charles Mason, of Burlington, and chief justice of the supreme court of the State, able, learned, popular, and a member of the majority party. Young Harlan was genial, an attractive speaker and an energetic canvasser, the only Whig candidate then elected to a State office. He gave himself with zealous devotion to his official duties. A school fund was the first and prime necessity. The munificent land grant by the National Government and later provisions by the State made the prospective fund immense; nevertheless its immediate income was practically nothing. It was absolutely nothing from the rent of lands, and almost nothing from criminal prosecutions while lawyers (who were not land agents) were starving. The legislature was forced to offer the school lands for sale, and devoted the interest of the proceeds to the support of schools. To this fund he gave his first attention. His lectures on popular education, his judicious counsel while organizing and visiting schools, and the contagion of his educational interest, were of permanent value.

He held the office about three months, when the election at which he was chosen was declared invalid. Of what distinguished ability the educational interests of the State were then deprived we may judge by recalling the fact that Mr. Harlan was an Iowa Senator in the United States Congress from 1855 to 1873, except during a single year, when he was President Lincoln's Secretary of the Interior. Since then he has held other important offices, among which is that of presiding judge in the court of commissioners of Alabama claims.

The second State superintendent was Thomas Hart Benton, jr., 1848-'54. The State superintendency has been illustrious for the strength and efficiency enlisted in its work. Col. Benton is eminent among superintendents also for the length of service in the office, for he bore the title of "superintendent" six years, and its equivalent, "secretary of the board of education," four years. He was a man of the people, a practical teacher, of refined tastes and rare common sense, diligent and aggressive, and has left a brilliant record in the educational foundations of Iowa, though somewhat shadowed by the name and the fame of his great uncle, the "Old Bullion" of American history.

Mr. Benton endeavored to complete all that was so well begun, and to complete it by reconstruction. His first report was comprehensive, persuasive, and advocated the passage of a new school law. The general assembly (December 4, 1848-January 15, 1849), largely through the personal influence of the superintendent, passed "an act to establish a system of common schools," which made important provisions for schools, for the school fund, and for school libraries. While it must be confessed that negroes were excluded from those schools, it should be remembered that their property was not taxed for school purposes.

THE TREND TOWARD FREE SCHOOLS.

Governor Stephen Hempstead said in his message of December, 1852:

The first great object of public schools should be to place within the reach of every child in the State the opportunity of acquiring those indispensable elements of education which shall fit him for the enlightened discharge of the civil and social duties to which he may be called.

Two years later he renewed the suggestion that "knowledge" should be "placed within the reach of all."

It was reserved, however, for the third governor, James W. Grimes, to be the Columbus of Iowa free schools, for he led the way. Of Scotch-Irish ancestry, he had learned to love education for himself and for others with Irish warmth and Scotch persistence. He had been in the common schools, in the academy, and in the college, and knew the value of each. He thought till he had convictions and then had the courage of his convictions. This was shown while governor by his bold advocacy of free schools, of prohibition, and of the nonextension of slavery, and in the United States Senate by his calm and daring, though now honored, defense of President Andrew Johnson on the impeachment trial.

In his inaugural message December 9, 1854, his first topic was presented thus:

Government is established for the protection of the governed. But that protection does not consist merely in the enforcement of laws against injury to the person and property. Men do not make a voluntary abnegation of their natural rights simply that those rights may be protected by the body politic. It reaches more vital interests than those of property. Its greatest object is to elevate and ennoble the citizen. It would fall far short of its design if it did not disseminate intelligence and build up the moral energies of the people. It is organized to establish justice, promote the public welfare, and secure the blessings of liberty. It is designed to foster the instincts of truth, justice, and philanthropy, that are implanted in our very natures, and from which all constitutions and all laws derive their validity and value. It should afford moral as well as physical protection by educating the rising generation, by encouraging industry and sobriety, by steadfastly adhering to the right, and by being ever true to the instincts of freedom and humanity.

To accomplish these high aims of government, the first requisite is ample provision for the education of the youth of the State. The common school fund of the State should be scrupulously preserved, and a more efficient system of common schools than we now have should be adopted. The State should see to it that the elements of education, like the elements of universal nature, are above, around, and beneath all.

It is agreed that the safety and perpetuity of our republican institutions depend upon the diffusion of intelligence among the masses of the people. The statistics of the penitentiaries and almshouses throughout the country abundantly show that education is the best preventive of pauperism and crime. They show also that the prevention of these evils is much less expensive than the punishment of the one and the relief of the other. Education, too, is the great equalizer of human conditions. It places the poor on an equality with the rich. It subjects the appetites and passions of the rich to the restraints of reason and conscience, and thus prepares each for a career of usefulness and honor. Every consideration, therefore, of duty and policy impels us to sustain the common schools of the State in the highest possible efficiency.

I am convinced that the public schools should be supported by taxation of property, and that the present rate system should be abolished. Under the present system of a per capita tax upon the scholars, children of the poor are in a measure excluded from the benefit of the schools, whilst the children of the opulent are withdrawn from them to be educated in private institutions. Property is the only legitimate subject of taxation. It has its duties as well as its rights. It needs the conservative influences of education, and should be made to pay for its own protection.¹

REVISION OF THE SCHOOL LAW IN PROSPECT.

A year and a half later, in July, 1856, Governor Grimes, at an extra session of the legislature, "recommended that three competent persons be selected to revise all the laws on the subject of schools and school lands." The assembly hastened to authorize the appointment of such commissioners, and Governor Grimes selected the well-known Horace Mann, then of Ohio; Amos Dean, of the Albany Law School, chancellor of Iowa State University, and an author of note, and F. E. Bissell, an attorney of Dubuque, to make the revision.

In January, 1857, and before the report of those commissioners was made, an important law was enacted "for the better regulation of public schools in cities, towns, and densely populated school districts." It provided that any city, town, or school district containing 200 or more inhabitants might be organized into a single school district, whose "board of education" should "establish an adequate number of primary schools" and "a suitable number of other schools of a higher grade or grades." Its board was empowered to "decide what branches shall be taught in each and all of said schools, provided that no other language than the English shall be taught therein, except with the concurrence of two-thirds of said board." Pupils of the district were to be admitted to those higher grades, and the board had power to admit "other pupils upon such terms or upon the payment of such tuition as they may prescribe." Such a graded school was to be kept "in operation not less than thirty nor more than forty-four weeks in each year," and to be supported by a tax not exceeding "5 mills on the dollar upon the taxable property of the district," supplemented by a rate bill if necessary.

Two things in this school law deserve special note—

(1) It made the highest of high schools possible. Two-thirds of the board could introduce any language whatever into the course of study, and a majority of them could authorize the introduction of any other study which they might please.

(2) It was possible that some of the schools would be supported by the tax then authorized—that they would be free to the pupils of the district. The law was a long stride in preparation for the coming revision.

The superintendents of public instruction were of essential service

¹ Dr. Salter's Life of James W. Grimes, pp. 56-57.

at this point. Although the third superintendent was so unfortunate as to be removed for loaning (and thus lessening) the school funds without due authority of law, that mismanagement led to the very wise measure of transferring those funds from the care of the educational to that of the financial officers of the counties and of the State. Superintendent Maturin L. Fisher, a cultured gentleman of the olden time, widely read and always thoughtful, so conservative as to object to co-education in college, yet so progressive as to yield gracefully to the inevitable, and to be aligned with the foremost public-school men, officially and zealously seconded the advance movements from June 9, 1857, until the superintendency was abolished in December, 1858. It was well for the schools that Governor Grimes and Governor Lowe belonged to one of the great political parties and Superintendent Fisher to the other, that the proposed legislation might not seem to be a partisan measure.

The report of the commissioners was presented to the general assembly in December, 1856. It was prepared without the coöperation of Mr. Bissell, who was unable to act on the committee. The other two commissioners aimed to make an elementary education possible and free for every child in the State, to provide for secondary schools, and to carry their work up to the State University. Popular prejudices compelled them to build on old foundations. They even proposed that further concessions should be made if they should seem necessary in the discussion of the bill which they had prepared. "This school law is for Iowa and not for Massachusetts, and Iowa needs must give it shape," said Mr. Mann to one¹ of the Iowa Senators, implying a general truth too easily forgotten.

Superintendent Fisher's report, in November, 1857, indicated the need of such a law, and an apparent readiness among the people to give it a cheerful welcome. He said:

In several counties there prevails a laudable zeal on the subject of education, which has put their schools in a high state of improvement. But in general, my inquiries lead me to believe that our common schools are in a very unsatisfactory state. There is usually no examination of teachers, and frequently most unsuitable persons are employed as instructors, and there is seldom any visitation of schools to insure fidelity on the part of the teachers and to inspire emulation on the part of the pupils. It is gratifying, however, to find so large a sum (\$71,784.58) raised in the school districts by voluntary subscription. It indicates on the part of the people a desire for better schools and a readiness to submit to the taxation requisite to accomplish that purpose.

Although the general assembly of 1856 took no conclusive action on the commissioners' report, there were indications that, in the main, it was approved by the friends of education in the State and by the legislature that received it.

¹Hon. J. B. Grinnell.

THE FREE SCHOOL LAW ENACTED.

The historic honor of introducing this well-rounded school system belongs immediately to the general assembly and to the board of education of 1858, as also to Governor Ralph P. Löwe, though chiefly perhaps to Governor Grimes, and very largely to Thomas H. Benton and others, who had preceded and coöperated with them in fostering education and the educational system. It can be accorded to no one man and to no one hour. Horace Mann and Amos Dean deserve distinguished consideration, but they were appointed commissioners by Governor Grimes because of their well-known opinions as well as for their ability. He understood what kind of a law they would report, and appointed them for the sake of that report. Then, too, in his last message to the assembly, on January 12, 1858, two days before laying down his office, and as his last word on this topic, he said:

I can not forbear repeating the opinion expressed to the general assembly three years ago that "the public schools should be supported by taxation of property, and that the present rate system or per capita tax upon scholars should be abolished." I have seen no reason to change my opinion on this subject, but, on the contrary, I have been every day more strengthened in the conviction that it is the only wise and politic method of educating the people. The per capita system is based upon the idea that education is a personal benefit, for which those who receive it should pay, while the true theory of popular education is that it is a public benefit for which the public should pay.¹

A few days later, when Hon. Oran Faville became lieutenant-governor and asked ex-Governor Grimes whom he should make chairman of the senate committee on schools, Mr. Grimes replied:

Make the man chairman who was elected on the issue of free schools and who knows no such word as "fail"—J. B. Grinnell, of Poweshiek County.

Mr. Grinnell was made chairman and did not fail. He was a warm personal friend of Horace Mann, understood his views, and heartily sympathized with them. His interest, personal and local, was all in the direction of good schools. He used all his tact and talent, all his wit and wisdom in the advocacy of the bill. Such able coadjutors of his in the senate, also, as William G. Thompson, of Linn County; Alvin Saunders, of Henry County; Jonathan W. Cattell, of Cedar, and Charles Foster, of Washington, should not be overlooked.

The commissioners' report was in the form of a bill and an argument for it, and their bill in the main became a law, as it was believed, by the approval of Governor Ralph P. Lowe, March 12, 1858.

But now a new obstacle appears. The new constitution of 1857 had provided that "the educational interests of the State, including common schools and other educational institutions, shall be under the management of a board of education;" and further, that "the board of education shall have full power and authority to legislate and make all needful rules and regulations in relation to common schools and other edu-

¹ Dr. Salter's Life of James W. Grimes, p. 104.

cational institutions that are instituted to receive aid from the school or university fund of this State, but all acts, rules, and regulations of said board may be altered, amended, or repealed by the general assembly."

Obviously the general assembly had no power at that time to originate general school legislation, though it was fully authorized to modify or repeal all acts of the board of education, and even to abolish or reorganize the board itself at any time after 1863. For this reason the supreme court of the State declared some of the provisions of that law of the assembly unconstitutional, but the board of education,¹ at its first session in December, 1858, reenacted it substantially, and thus made it the foundation and framework of subsequent legislation.

¹The board of education was provided for by the constitutional convention, March 5, 1857. It was hoped that men would be chosen as members of it who had special fitness for school legislation, and that they would be able to mature a system more complete and satisfactory than the larger and more miscellaneous general assembly could agree upon. It was made impossible to change the board before 1864, that it might have ample opportunity to inaugurate and to improve the contemplated school system. We may be permitted to believe that its creation and abolition were both wise, that it developed a better system and made it more stable than would have been possible by other means.

It held three sessions, the first, December 6-25, 1858; the second, December 5-24, 1859; the third, December 2-20, 1861, and was abolished March 23, 1864.

Among its members were such men of note as Hon. Charles Mason, chief justice of the supreme court of Iowa Territory, a man of varied knowledge and judicial eminence, and Samuel F. Cooper, an ex-teacher of reputation, a lawyer, and a man of affairs, chairman of the most important committee of the board, and second in helpful influence to none. Such men as these, listening to such secretaries of their board as Maturin L. Fisher and Thomas H. Benton, jr., would adopt no rash measures and make no needless changes. To create a good system was perhaps not so difficult as to maintain it till the people became accustomed to it. Its creation required wisdom, however; its maintenance taxed judicious patience.

CHAPTER IV.

THE FREE-SCHOOL SYSTEM UNDER WAY.

THE NEW SCHOOL LAW.

The chief provisions of the new law were the following:

1. The creation of township districts,¹ each civil township being declared a school district, which might consist of several subdistricts.
2. The schools were opened to all residents of the district between the ages of 5 and 21. Colored children were then (and ever after) admitted to the public schools on the same conditions as the white.
3. Schools were to be supported by taxation. The rate bill was abandoned. "Property" must educate the children of "poverty."
4. The board of directors of each district could determine the branches to be taught.
5. Graded and union schools were continued.
6. The county superintendency was created for the examination of teachers and visitation of schools.
7. Aid was offered to teachers' institutes.
8. County high schools were authorized.
9. Districts could purchase Webster's Dictionary and libraries.
10. The secretary of the board of education took the place of the superintendent of public instruction. (In force from 1859-1864, when the latter title was restored.)

¹ The organization of cities and incorporated towns into independent districts was permitted in 1858. Since then this permission has been greatly extended. The anticipated evils of this large permission have been realized. School officers have explained and emphasized them. Superintendent Sabin agrees with his predecessors in protesting against the plan and the practice. He says in his biennial report in 1889:

"While the law, strictly speaking, provides for but two kinds of districts, it practically allows of four, viz, the district township, the independent township district, the city independent, and the rural independent. In addition, the district township may consist of one subdistrict, or in another form of two subdistricts, under separate provisions of the law; it may consist of one independent district alone, which may be divided into wards for school purposes.

"The only feasible remedy for this evil is to return, as soon as possible, to the provisions of the organic law of 1858, making each civil township a district for school purposes. This, including the city independent districts, would reduce the number of districts to a little over 1,600 in the State. Whether, under all the light shed upon this question by this and preceding reports, the change is desirable, is a plain business proposition, with which the legislature alone can deal."

One in quest of the greatest defect in the Iowa school system need not go beyond the provisions for independent districts.

The constitution of 1857 was adopted and the school law of 1858 was enacted in the midst of a financial stringency of extreme severity. Many men of considerable property, even, were scarcely able to pay their taxes, and nearly all in Iowa were forced to restrict their families sharply to necessities. The school law contemplated a large addition to taxation for schoolhouses, advanced studies, and more school officers. It was a severe test of popular interest in education. It required legislative courage to enact the school law; it showed high aspiration and resolute purpose to sustain it.

The law was largely a novel one; it seemed complex, and was being put in force by about 8,000 novices in such methods. They stumbled, of course, and not always toward the light.

Nevertheless the superintendent of public instruction, Hon. Maturin L. Fisher, was able to report in December, 1858:

Our experience of six months indicates the most auspicious results. There is abundant proof of the improvement the law has made in the schools of the State.

Eight months after the law came into full operation Governor Ralph P. Lowe said, in cautious phrase:

Our school system has operated as successfully as we could reasonably expect.

Some years later Supt. Abernethy said in warmer terms:

The law awakened enthusiasm among the people and gave a grand impetus to the cause of popular education.

It was so well received, indeed, that governors and superintendents were lavish in their praises of the popular zeal which enabled the public schools to "resist the shock [of the civil war] perhaps more successfully than any other interest."

The law needs no higher eulogy than the statement of the fact that it contained the distinct germs of all that is best in latest legislation.

We may now give less attention to successive modifications of the law and notice institutions and methods more especially.

THE STATE SUPERINTENDENCY OF PUBLIC INSTRUCTION.

Mere law never created schools; men have always been their builders. Those at the head of the Iowa school system have deserved most honorable mention, and of those since the creation of free schools the first two have been noticed.

Hon. Oran Faville was a worthy successor of Messrs. Fisher and Benton from 1863 to 1868, when Prof. D. Franklin Wells accepted the office. Mr. Wells's life in Iowa was wholly educational, having been spent in charge of a Muscatine school and at the head of the normal department of the State university before assuming the State superintendency in which he died. He accomplished much for the common schools, teachers' institutes, and normal instruction.

Supt. Abram S. Kissell passed from the superintendency of the schools in Davenport and in Scott County (after a brief interval) to

the State superintendency in 1869, and held the office until 1872. Noted for system, propulsive force, and inspiring power, he left his mark on all his work. The training school in Davenport was his creation. State Supt. Sabin has just said that "his report (as State superintendent) was very ably written, and, after the lapse of eighteen years, it possesses a value which attaches to few such documents." He adopted the Prussian maxim: "Whatever you would have appear in the life of a nation you must put into its schools." He accordingly advocated compulsory education, instruction in Christian morality, and the most liberal and advanced courses and methods in all schools.

Supt. Alonzo Abernethy (1872-'76) entered the office from the presidency of the Des Moines Baptist College and after four years of service in the civil war, where he became a colonel. He was successful in securing the enactment of the law of 1874 which provided for normal institutes, and also the legislation of 1876 which established the first permanent State Normal School at Cedar Falls.

Supt. C. W. Von Coelln, of German birth and educated at Bonn and Berlin, bore into his office the experience of a teacher in public schools, in institutes, and in Iowa College. His three terms (1876-'82) were specially useful in promoting better care of the school funds and wiser work for and in the country schools. County institutes also were materially improved by the introduction of the graded course of study.

Supt. John W. Akers, another soldier through the civil war, and a graduate of Cornell College, had acquired a thorough knowledge of schools and their needs during his superintendencies of several city schools.

The Iowa educational exhibit at the World's Fair at New Orleans was creditable alike to Supt. Akers and to Prof. T. H. McBride, of the State University, in whose immediate care it was placed.

The present incumbent, Supt. Henry Sabin, of New England birth, education, and experience as a teacher, was taken out of an eighteen years' superintendency of the city schools of Clinton to superintend the schools of Iowa. He stands high as a thinker, speaker, writer, and man. He is now in his second term of official life. His instructions to county superintendents, his popular addresses, and his judicial decisions are meeting the expectations of his friends.

The necessity and realized utility of the State superintendency are unquestioned. Although the dominant party has (with possibly a single exception) placed one of its own number in the office, the people have been sufficiently nonpartisan to insure a somewhat careful selection among men competent for the place.

THE COUNTY SUPERINTENDENCY.

There was an attempt to secure the examination of teachers as a test of their qualifications before the law of 1858, but it was practically only an attempt. Persons incompetent for anything else were too often

deemed competent to teach. As early as 1851 the superintendent of public instruction was given "a general supervision of all the district schools," but was not directed to visit them or to examine their teachers. That was left to the board of directors. Superintendent Eads recommended in 1856 that the county school fund commissioner should become a county superintendent to examine teachers and visit their schools. The legislature failed to take the desired action.

The county superintendency was created thirty-three years ago. Of the first superintendents in the State and of their first meeting, at Iowa City, September 22-23, 1858, State Supt. Fisher said:

The people have generally elected to the office of county superintendent in their respective counties men of great moral worth, superior talents, and high literary attainments, who have devoted much attention to the subject of education. They have come from different States of the Union, and have had an opportunity to become acquainted with the educational laws of different States, and they are able to compare their systems with ours. At the commencement of their official term they were obliged to assume the laborious work of putting in operation a system with which the people were not familiar and of which they had not themselves yet learned the details. They were perplexed by a multitude of questions, naturally arising under a new law; they were embarrassed by the omissions and ambiguities that were unavoidable in an act comprehending such a variety of provisions. Moreover, these difficulties have excited in many places an inconsiderate, often factious, opposition to the law, which they have been compelled to encounter.

By the fifty-fifth section of the school law, these county superintendents are required annually to assemble together in order "to accumulate valuable facts relative to common schools, to compare views, discuss principles, and, in general, to listen to all communications and suggestions, and enter into all discussions relative to compensation and qualification of teachers, branches taught, methods of instruction, text-books, district libraries, apparatus, and all other matters and things embraced in a common school system." In accordance with this provision a convention of county superintendents was held at Iowa City on the 22d and 23d of September last. The convention was well attended. Superintendents were there from the Missouri line and the confines of Minnesota, from the banks of the Mississippi and from those of the Missouri. The alacrity with which they left their homes at a busy season of the year and came a great distance at much expense manifests their zeal in the cause of education. There has probably never assembled in Iowa a body of men better educated, more intellectual, or more practical than this convention of county superintendents.

It is fortunate that the board of education can have the aid of the experience of such an assembly in perfecting the system of public instruction in the State.

Prof. T. S. Parvin has said of that assembly:

No convention since has had a greater number of efficient and able educators upon its roll of members. Superintendent Fisher presided, and among his associates we recognize Joseph Dysart, of Benton County, since lieutenant governor, and a citizen of large activity and usefulness; Dr. J. Maynard, of Cedar County, one of the foremost of our educators at that period, actively connected with our union schools, teachers' institutes and associations; William Y. Lovell, of Dubuque, an able man and useful at home and abroad; S. W. Cole, of Fayette, always an active worker in Sunday and week-day schools and later regent of the university; Jackson Orr, of Greene, late a prominent member of Congress, and now of Colorado; Samuel L. Howe, of Henry, the first among his equals as an educator in the common schools and in higher education. Heit was who organized, way back in 1850, the first county teachers'

association. H. W. Lathrop, of Johnson, a teacher in early times of youth, in later years of men, in the culture of flowers and fruits, and those things which minister to our pleasure and comfort and the material wealth of the State. Barrett Whitmore, of Jones, the same who taught the second if not the first school in Dubuque in the early part of January, 1834, and whose interest in the work had known no abatement during these twenty-four years. J. M. Loughridge, of Maquoketa [Mahaska], later judge of the district court and member of Congress. W. F. Brannan, of Muscatine, judge of the district court years earlier and now, and regent of the university, where his voice was heard for good in behalf of higher education. Prof. L. F. Parker, of Poweshiek, one of the prominent educators of Iowa in all its history. * * * A. S. Kissell, of Scott, who first introduced "training schools" into Iowa, superintendent of Davenport schools, which he lifted above all others of his day, president of the association and State superintendent. J. W. McDill, of Union, judge, member of Congress, United States Senator, etc., he was yet a teacher and educator of the first class. Dr. Henry C. Bullis, late lieutenant governor, and many years a most active and useful member of the board of regents, where his large experience has told for good. Of others, too, we might speak who labored diligently in their calling. That was a memorable body, and they labored not in vain.¹

Those superintendents in convention reported difficulties, canvassed methods, inquired what was possible, and were remarkably unanimous as to what was best to attempt. They returned to their counties to lessen misapprehension and misrepresentation of the law, and to increase enthusiasm for it. Six months later the attitude of a county towards that enactment was usually a very fair test of its superintendent's efficiency.

During the last thirty years objections have been made, here and there, to the system or to the officers as a body, several times in the legislature, sometimes in the State Teachers' Association, even, but altogether fruitlessly. The criticisms have generally sprung from some local or personal consideration rather than from a broad view of the duties or the work of the officers. Probably no school official is more thoroughly intrenched in popular esteem than the county superintendent. The opinion of Superintendent Sabin is the common opinion. He says:

I do not believe that the time will ever come in Iowa when we can afford to abolish the office of county superintendent.

THE DUTIES OF THE COUNTY SUPERINTENDENTS.

The county superintendents are elected by the people for a term of two years. They are to examine and license teachers for the schools of their counties, to visit the schools, to decide appeals from boards of directors, to hold normal institutes, and to make annual reports of the statistics and condition of the schools.

THEIR FIDELITY.

Superintendent Sabin says:

During the last two years I have been brought into close relations with most of them. I have met them in associations and in their county superintendents' meetings; I have seen them in their institutes, and have corresponded with them largely.

¹ Iowa Normal Monthly, XII, pp. 295, 296.

I believe that the large majority of them have devoted themselves to their work with untiring energy, and have displayed a rare fidelity to their trusts; an energy and a fidelity worthy the highest commendation.

Desiderata.—It is generally conceded that the time has fully come when we can and ought to increase his [the county superintendent's] remuneration, lengthen his term of office, and enlarge his powers, to the end that we may obtain the best possible results from his labors. An educational and moral qualification should be fixed upon, and no one should be eligible to the office who does not reach the required standard. The office ought to be strictly nonpartisan; no other office, in its administration, comes so near the most vital interests of the people. The county superintendent should be chosen upon his merits alone, regardless of party affiliations.¹

The desire that educational positions shall be unaffected by partisan considerations may seem like a wish for the "age of gold," nevertheless individuals and parties have risen to that height of excellence at times. It is very common for voters to do this; political county conventions, even, have not always been radically partisan.

WOMEN AS SUPERINTENDENTS.

In 1876 the general assembly enacted that "no person shall be deemed ineligible by reason of sex to any school office in the State." Since that time several women have been elected school directors and county superintendents. Opposition to this law, or to such a choice for school officers, if it exists, is unspoken.

TEACHERS' STATE CERTIFICATES—LIFE DIPLOMAS.

An annual examination of the best qualified teachers by a county superintendent was long an apparent impertinence, and their certificates were usually renewed without a question. To avert this evil, and as an incentive to attain higher scholarship and superior pedagogic skill, a law was enacted in 1882 creating a State board of examiners² and authorizing the issuance of State certificates valid for five years, and of State diplomas in force during the life of the holders. For a State certificate the teacher must have a good knowledge of the common branches, and of drawing, algebra, bookkeeping, physiology, botany, physics, civil government, and the school laws of Iowa, and have had at least three terms of successful experience in teaching in addition to instruction in pedagogics in some accredited institution. Two years of additional teaching may be a substitute for the study of pedagogics.

For a State diploma candidates are examined in all the branches just named, and also in geometry, trigonometry, chemistry, zoölogy, geology, astronomy, political economy, psychology, rhetoric, English literature, general history, and in the science and art of education.

¹ Superintendent Sabin's Iowa School Report for 1888-'89 p. 53.

² This board consists of the State superintendent, the president of the State University and of the State Normal School, and two persons appointed by the executive council, one of whom shall be a woman.

They must also furnish evidence of having taught ten years successfully (three of these in Iowa), and present original theses of from three to five thousand words.

Increasing numbers are availing themselves of these evidences of superior qualifications; school boards and the general public appreciate them highly.

HIGH SCHOOLS.

"Graded" or "union" schools were recommended by State Superintendent Benton in 1848; direct legal permission for higher grades in the public schools was obtained in 1849. The first graded school was organized under the superintendency of George B. Dennison, at Muscatine, in 1851. The number of graded schools before 1868 is unknown. The State superintendent said in 1854:

I have had the pleasure during the past season of visiting a large number of union or graded schools in the large towns of the State, and have been highly gratified in witnessing the many advantages they possess, when properly conducted, over those schools which maintain separate organizations.

Two years later the largest graded school in the State was said to be C. C. Nestlerode's, at Tipton. Several sprang up at that time and near it, and created a demand for the act of 1857. Messrs. Wright and Cattell, of Cedar County; Mr. J. B. Grinnell, of Poweshiek County, and others in the legislature favored the law, for they framed it for their immediate local wants.¹

The Grinnell school was substantially representative of several. A young colony was in its third year and was aiming to build "Grinnell University." A fund arising from the sale of town lots had been commenced, and land had been purchased by settlers near the village, under the contract to pay one dollar an acre toward the endowment of the contemplated university, provided its preparatory school should attain certain proportions in a specified time. It was thought that the public school could be utilized as that preparatory or preliminary department. The citizens desired that this should be done; the school was graded and ready to admit students from other towns, and the teachers were authorized to admit any studies that "university" interests might seem to require. The law of 1857 met the case. In form, that school was public; in fact, it was so completely preparatory for the "university" that the district court compelled a land-buyer to pay his subscription to the "university" (which was conditioned on "university" instruction in specified studies within a few years) on the ground that the public-school work met the conditions of his subscription.

¹ The form of the bill was prepared by Superintendent C. C. Nestlerode, of Tipton; it was presented by Messrs. Wright and Cattell, of Cedar County. * * * It was framed to strengthen the hands of the directors of the Tipton schools, who had just established a union graded school with a high school department. Dubuque had established a high school the same year.—Supt. W. F. Cramer, of Sioux City Schools, in *Iowa Normal Monthly*, XII, p. 433-434.

GRADED SCHOOLS MULTIPLY.

The law of 1868, requiring a better grade of teachers and encouraging teachers' institutes, aroused local and personal ambitions, which greatly improved both teachers and schools. Graded schools increased in number and enlarged their courses of study.

"HIGH SCHOOL," A VERY INDEFINITE TERM UNTIL AFTER 1870.

The highest department of union or graded schools was often called "the high school," although it was frequently no higher than the grammar school of to-day, and sometimes even below it. The term continued to be very indefinite until after 1870.

THE TERM "HIGH SCHOOL" BECOMES REASONABLY DEFINITE.

1. The teachers as represented in the State Teachers' Association agreed that—

(a) The work of an average class for one year shall be accounted a grade.

(b) The ninth grade shall be deemed the first year in the high school.

2. *Course of study.*—The teachers of the State have never sought to make high school courses absolutely uniform, or merely preparatory for colleges or for the university. The result of discussions during several years in the State Teachers' Association and in the Association of Principals and City Superintendents was the following outline of a course of study for high schools as prepared by a committee¹ of the latter body in 1877:

First year. {	Arithmetic, finished, 1½ terms; elem. algebra, 1½.	Physiology, 1½; phys. geography, 1½.	Eng. grammar, 3; analysis, 3.	Am. literature alternating with English composition, 3.
Second year. {	Arithmetic and book-keeping, 2; adv. algebra.	Nat. philosophy, 2; botany, 1. } or	Latin, 3.	Gen. history, 3; Authors, 3, alternating with rhetoric and composition, 3.
Third year. {	Adv. algebra, 1½; plane geometry, 1½.	Zoölogy, 1½, } or Geology, 1½,	Latin, 3.	Civil government, 1½; English literature, 1½.
Fourth year. {	Solid geometry, 1; trigonometry and surveying, 2.	Chemistry, 2, } or astronomy, 1,	Latin, 3; German, 3.	Mental Philosophy, 2; English authors, 3.

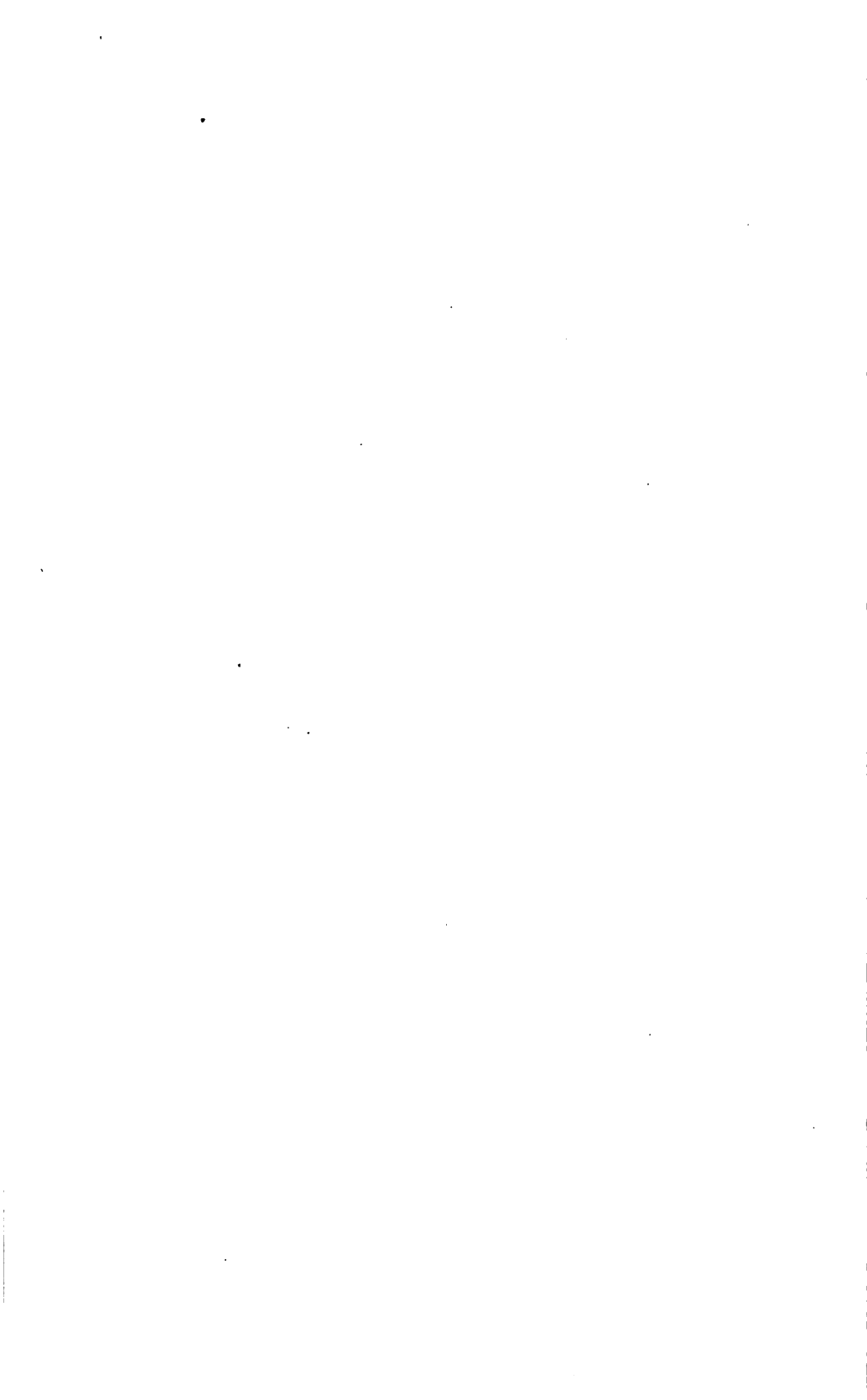
On this topic the latest word of marked importance from a group of teachers was uttered by the Educational Council,² and adopted by the State Teachers' Association in 1888, as follows:

¹The committee consisted of City Superintendent C. P. Rogers, of Marshalltown, State Superintendent C. W. Von Coelln, and City Superintendent J. H. Thompson, of Des Moines.

²A standing committee of the State Teachers' Association, representing the State University, the Normal School, the colleges, and city high schools.



HIGH SCHOOL, CLINTON.



CLASSIFICATION OF HIGH SCHOOLS.

1. High schools shall be classified as follows:
 - (a) First-class high schools, having a four years' course.
 - (b) Second-class high schools, having a three years' course.
 - (c) Third-class high schools, having a two years' course.
2. The details of minimum of work for high schools that are to be considered as worthy of classification as first class shall be as follows:
 - (a) Higher algebra through quadratics.
 - (b) Plane geometry.
 - (c) Latin: Cæsar (four books), Virgil (six books), Cicero (four orations); prose composition and reading of easy Latin at sight.
 - (d) One year's Greek for admission to classical course in colleges, or equivalents in German; or plane trigonometry, solid and spherical geometry, and structural botany.
 - (e) Physiology, physical geography, descriptive botany, elementary physics.
 - (f) Rhetoric and literature, equivalent to four terms' work.
 - (g) Civics; general history; drawing.
3. As equivalents for the Latin in an English course of four years the following studies may be substituted: Bookkeeping and commercial arithmetic, zoölogy, political economy, descriptive astronomy, elementary chemistry.
4. The rank of a high school shall be determined, on its application and presentation of course of study to the superintendent of public instruction, by a committee consisting of seven members, to be constituted as follows: The superintendent of public instruction to be chairman *ex officio*, three members to be appointed by the college and university department, and three by the department of secondary instruction.

RELATIONS OF HIGH SCHOOLS.

All students graduating from first-class high schools, being properly certificated by principals or superintendents, shall be admitted to the freshman class in college course on trial, or probation, without further evidence of preparation.¹

These and kindred suggestions have had great influence in determining local courses of study and in giving definite significance to the name "high school." As employed in Iowa it is a term of more exact description than either college or university.

These courses will continue to vary, school boards will give a changing emphasis to work preparatory to college or university, industrial elements may be introduced more or less extensively than heretofore. Nevertheless, all indications are that the present high standard of town and city schools will be fairly maintained, and that they will continue to serve local interests by reasonably close connection with the institutions above them.

The number of "high schools," properly so called, in 1871, as given by Supt. Kissell, was 40, yet only 23 of these had "well-defined courses of study." At that time there were 289 graded schools. There are in Iowa at the present time something over 120 high schools.²

¹ Supt. Sabin's Iowa School Report, November 1, 1888-'89, pp. 70-71.

² Supt. Sabin, in Iowa School Report, 1888-'89.

A later leaflet from Supt. Sabin's office includes the names of some 170 high schools, but even that list is incomplete. There are probably 200 high schools in the State which claim to have a course of two years or more. On the other hand it is also probable that no high-school course is reported as less than it is, and that some schools may be unable to maintain their reported standard year after year.

IOWA HIGH SCHOOLS AS THEY ARE AND AS THEY ARE NOT.

A somewhat recent article on "The State of Iowa," written by a distinguished gentleman and circulated widely in a popular magazine, must be noticed here to present its facts and correct its errors concerning high schools. On this topic the author says:

The purpose of this school system was primarily to educate the youth in the elements of an English education—reading, writing, arithmetic, orthography, geography, grammar, history. In some of the more ambitious towns and cities there has been engrafted upon this, and paid for from the same source, what is often called the high school or grammar school, in which are taught in addition to the subjects just mentioned the dead languages, often Latin, sometimes Greek and German and French. These high schools in the larger cities are to some extent the equivalents of lower grades of colleges, which, perhaps, should never have been started. It is, however, becoming a question, and a grave one, in the State, whether these high schools are not a violation of the spirit and purpose found in the statutes, which were intended to establish what we understand by the words—a common-school system.¹

SOME HIGH SCHOOLS EQUAL LOW GRADE COLLEGES.

Ex-Governor Boutwell, of Massachusetts, once said:

There are 75 high schools in Massachusetts to-day where a better education can be obtained than at Harvard forty years ago.

We may safely say that there are several high schools in Iowa where a broader and better education can be obtained than at some institutions bearing a college name. Boards of directors are selecting specialists for the high schools. It is not enough for them usually that one is a good general scholar. He must emphasize something; if he emphasizes it enough to make him lop-sided even, it will not be a fatal objection. Prof. Samuel Calvin, of the State University, was taken from the Dubuque city schools, and he entered them from Lenox College.

Prof. Bohumel Shimek went from the Iowa City high school to the University of Nebraska as a specialist.

NONPARTISANSHIP IN HIGH SCHOOL MANAGEMENT.

School interests, and those alone, are more likely to be decisive at the election of directors in populous districts than in the smaller. City school boards have been very stable. In Dubuque, for instance, Thomas Hardie, esq., has served more than a quarter of a century as secretary of the school board. Partisan considerations have often been carefully ignored, and sometimes by formal agreement an equal number of directors have been chosen from each of the great political parties. Prof. T. S. Parvin has done yeoman service in this respect, while Hon. John P. Irish, formerly of Iowa City, and now of California, led his party to make the agreement of nonpartisanship at school elections, and then left his seat in the legislature of 1868 to hold his party friends to their promise and at the polls when they were clearly

¹Harper's New Monthly Magazine, July, 1889, p. 173.



DAVENPORT HIGH SCHOOL BUILDING.

in the majority. With such an environment it has been possible for worthy teachers to remain for many years in high schools. Burlington retained Supt. R. G. Saunderson eighteen years, and until his death, and Dr. Poppe has been in the high school still longer than that. In Davenport Supt. J. B. Young and Miss Jennie Cleaves have been employed twenty-three years; principal J. J. Nagel, twenty-two years, and principal H. T. Bushnell, eighteen. Supt. W. W. Jameson abandoned his Keokuk classical school in 1868 and took most of his pupils into the city high school where he has served ever since. Dubuque takes just pride in retaining T. M. Irish as principal during a score of years, while others have honored one position there longer than he. Supt. C. P. Rogers seems essential in Marshalltown schools.¹

SPECIAL AIDS.

High schools are adapting themselves to local needs and receiving aid from all local facilities. The Davenport schools, for example, are receiving inspiration from the Davenport Academy of Sciences, perhaps the best in the State. That Academy has led the way in Iowa (and probably in the nation) in opening its valuable collections to the older pupils in the public schools. Mr. W. H. Pratt, the curator of the academy, has given them courses of lectures on "Teeth," "Primitive Rocks," "The Story of a few Pebbles," "The Mound Builders and their Works," and other topics, illustrating them by the collections in the academy. During one year 600 pupils enjoyed the benefit of these lectures. The knowledge thus obtained by the students by personal observation and comparison under skillful guidance has been most gratifying and inspiring.

The less welcome portion of the paragraph quoted on page 40 is left for consideration, viz: its errors. They are so recent and from an author so eminent that they will seem to future readers as at least half truths, unless somewhat formal objection shall be made to them.

HIGH SCHOOLS WERE NOT ENGRAFTED ON THE SCHOOL SYSTEM.

Supt. Sabin says:

It has been lately said that the high school was engrafted upon the system at some time subsequent to its formation. This idea is entirely without foundation.²

The establishment of high schools is not in any sense a violation of the purpose and spirit found in the statutes, but on the contrary is in full harmony with the spirit of the organic law.³

The history of graded schools already given in these pages justifies a still stronger expression, viz: High schools were provided for in the

¹This paragraph was written in 1890 and now, in 1893, most of the teachers named in it still retain their places.

²Iowa School Report, 1888-'89, p. 69.

³Iowa School Report, 1888-'89, p. 70. Supt. Abernethy made a still stronger statement on this point in his report for 1874-'75, p. 38.

purpose of the legislators and in the words of the statute before the organic law of 1858. They have appeared, in fact, by no process of grafting or budding, but in accordance with the law of growth. Primary schools first arose, and, as they reached upward into the higher branches, Iowa lawmakers removed all doubt of their right thus to grow by distinctly and emphatically asserting it. This was stated unequivocally in the law of 1849, and repeated in detail in 1857 and in 1858. The legislation on this point is, indeed, quite remarkable. No backward step has ever been taken. The law has steadily recognized and authorized existing high schools, and the highest studies in them.

HIGH SCHOOLS DO NOT SEEM TO BE NOTICEABLY UNWELCOME.

Sometimes graded schools have been pushed upward too rapidly. Ambitious teachers and directors have introduced the higher branches into schools where there was little or no demand for them. Uninterested and slightly profited classes, consisting of one or two pupils, have been maintained at large expense. These have been unpopular and ought to be. This evil was so manifest thirteen years ago that State Supt. Von Coelln then said:

The general tendency to diffuse and to enlarge beyond the financial ability and the necessities of the case has provoked some antagonism to the high school system, which, we hope, will not destroy the schools, but lead them to their legitimate sphere. A town should not attempt to support a course which terminates with a single scholar or two, or three.¹

The present State superintendent in his report says:

I am convinced that there is a tendency in many of our smaller towns to introduce more of these higher studies than the size and conditions of the schools warrant.²

Thirteen years ago that costly ambition "provoked some antagonism to the high school system;" to-day no such effect is apparent to the State superintendent.

HIGH SCHOOLS UNOPPOSED BY THE FRIENDS OF ACADEMIES.

Opposition to high schools, if it existed, would appear most naturally in the tone of their most direct competitors, that is, in academy circles. The progress of graded schools during the decade before 1870, and the development of high schools made the death of unendowed academies seem quite probable. Public interest was drifting steadily from academies and select schools toward the expanding public schools. Some discussion arose then and spread over into the next decade, but with that impending death struggle there was scarcely a word of antagonism to high schools. The most intelligent friends of academies did not oppose them. It is a specimen fact that even under the felt pressure of the times and at the dedication of a new building for Denmark Academy in 1867, at the place and at the time when, if ever, we might expect

¹ Iowa School Report, 1878-'79, p. 39.

² Iowa School Report, 1888-'89, p. 71.

to find expression of such opposition, the representative of the occasion, Dr. George F. Magoun, president of Iowa College, said:

Our chief want in Iowa is academics. * * * Such a State as ours will need shortly in every county of the ninety-nine as good an academy as this, including under the name high schools, normal schools, preparatory departments for colleges and commercial schools, which are all of nearly the same grade. A high school in our State system, for example, is simply an academy under the public or governmental, instead of private, or associated control.

These were words, not of opposition, but of cordial recognition.

But the best proof as to grave questionings in Iowa minds is found in what Iowa men do. Here four facts deserve mention:

1. High schools were never more prosperous than now. Their classes were never more advanced, better taught, or more numerous attended.

2. High school buildings are increasingly elegant, commodious, and costly. The Des Moines high school building is one of the latest and the best in the State.

3. High school salaries are rising.

4. This increasing expenditure is voted directly by those who pay the money, and without any impulse, inducement, or reward from State law for sustaining such schools.

In all this there seems to be no question, but a profound popular conviction that high schools should be as good as brain and money can make them. No resident of Iowa can discover a question of any sort in the State as to the right of the high school to exist in the common-school system.

COUNTY HIGH SCHOOLS.

Such schools were first proposed, officially, by school commissioners Horace Mann and Amos Dean in their reports as follows:

Your commissioners can not regard any system of public instruction as complete without some liberal provision for institutions of learning higher than the primary school, where the simplest elements of knowledge are taught. They have therefore made provision for a high academic or polytechnic school as soon as the population of a county reaches the number of 20,000.

Supt. Fisher in his report of 1857 follows up the commissioners' recommendation with these words:

High schools for the education of teachers should be established in all the populous and wealthy counties. A county containing 20,000 inhabitants or more should be required to erect a suitable building for the accommodation of such a school, and to raise not less than \$1,000 annually for the support of it.

In March, 1858, the general assembly authorized, but did not "require," the county board of district presidents to establish such a school if they deemed it advisable.

When such a school should be established, the school officers of each district were required to select its best pupil "for the scholarship of said district." The holder of that scholarship was to be entitled

free tuition in the county high school, and to be under obligation to engage in teaching after graduation. On this subject the State superintendent said to the board of education:

This system of high schools and scholarships is not a conception of the legislature, or of any member of it; neither is it a conception of this generation. It is the identical plan recommended by the immortal Jefferson to the legislature of Virginia the next year after he wrote the Declaration of Independence. Iowa, then the possession of a foreign prince, afterwards annexed to the United States by his far-seeing policy, has been the first to adopt his statesman-like system of public instruction.

In several counties efforts were promptly made to create such schools, and Marshall County provided for one before the failure of the law. A building was erected at Albion and a school organized. But few counties seemed able or ready to undertake this work. Even the convention of county superintendents in 1858 could not be induced by the known preference of its presiding officer, the State superintendent, by the hint from the legislature, or by the able arguments of Mr. A. S. Kissell, of Scott, and of Hon. W. Y. Lovell, of Dubuque, to give unqualified advice to counties to erect them. A resolution to that effect was offered in that body, but was so amended as to recommend only that every county should provide for the training of teachers either in a county high school, in some existing school in the county, or in a protracted teachers' institute. A few months later the board of education failed to reenact that provision of the general assembly, and it became a dead letter.

The present county high school law was enacted in 1870 and amended in 1873. A county with a population of 2,000 or more inhabitants may establish a high school for the benefit of more advanced pupils and for normal instruction. Colleges and city high schools, however, were then so numerous and were so successfully covering the ground contemplated by these county schools that only a single county has availed itself of this revived privilege.

The Guthrie County high school has done excellent work. Its good influence is felt in the schools of the county and elsewhere. It has sent a considerable number to college. Its teachers have ranked high. One of them, Prof. R. D. Jones, is a prominent member of the faculty of the Illinois Normal School at Normal, and six of his former pupils in Iowa have just graduated at one college in this State.

THE LOCATION OF HIGH SCHOOLS.

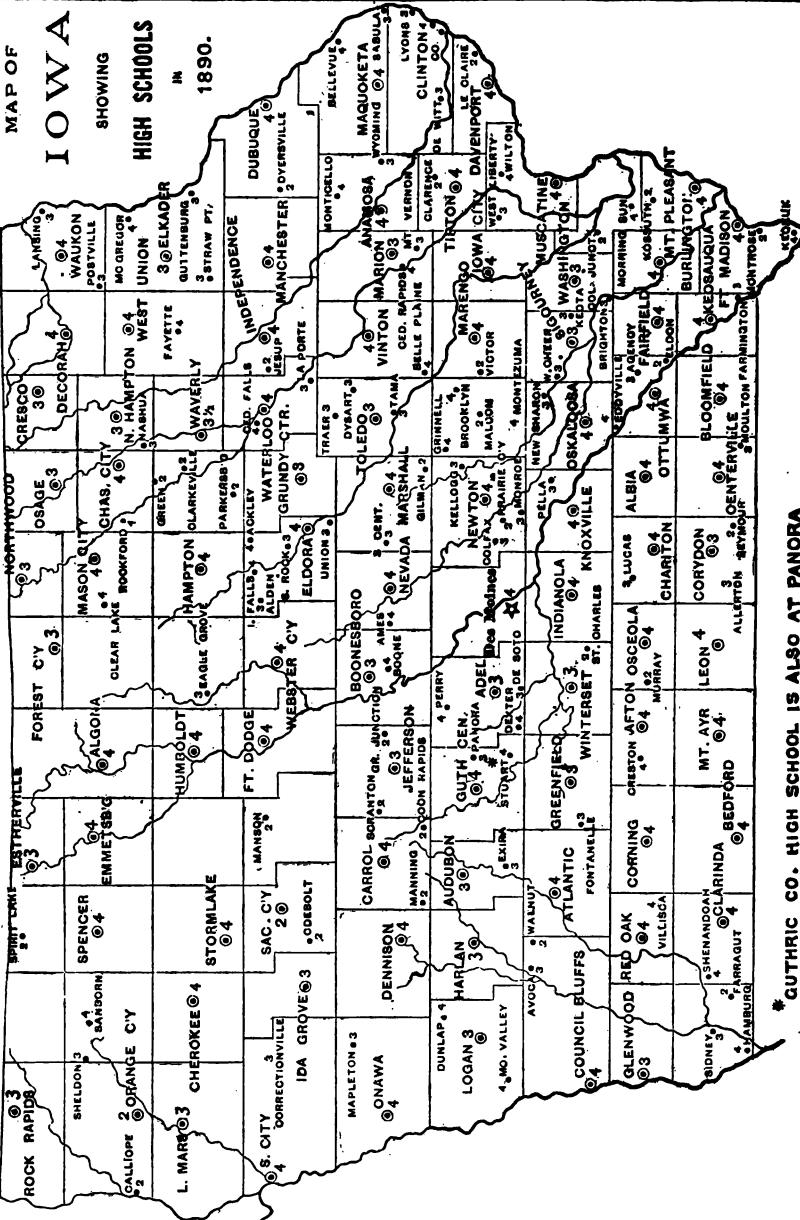
The accompanying maps of the State show the location of high schools in 1865 and in 1890. Into Map I the county high school at Albion is introduced, although it had been closed before 1865. The Guthrie County high school at Panora is given a place somewhat prematurely. The figures indicate the date of the origin of the high school named near them; *pub.* shows those which are strictly public schools, and *pr.* those sustained by private means.

In Map II the figures denote the number of years in the course of the school to whose name they are attached.



HIGH SCHOOL, CEDAR RAPIDS.

MAP OF
IOWA
SHOWING
HIGH SCHOOLS
IN
1890-



*GUTHRIC CO. HIGH SCHOOL IS ALSO AT PANORA

SCIENTIFIC TEMPERANCE INSTRUCTION.

The law (enacted in 1886) requires that physiology and hygiene, including "special reference to the effects of alcoholic drinks, stimulants, and narcotics upon the human system," shall be "regularly taught to and studied by all pupils in common schools, and in all normal institutes and normal and industrial schools and the schools at the soldiers' orphans' home and home for indigent children." It also makes it the duty of county superintendents to revoke the certificate of every teacher who fails or neglects to comply with these provisions for temperance instruction.

Since the enactment of this law the State superintendents have given repeated and explicit injunctions that its requirements must be obeyed. Superintendent Sabin says to teachers:

It is of especial importance * * * that you give, if possible, a strong bent to the child's mind against the use of liquor and tobacco. * * * In all your work care should be taken to give instruction in accordance with the spirit of the law. Total abstinence should be taught as the only sure way to escape the evils arising from the use of alcoholic drinks and tobacco.¹

Superintendent Sabin's opinion that this "law has been steadily growing in favor, and that its provisions have been generally complied with by our teachers,"² is doubtless correct, although a teacher now and then, while professedly obeying it, has recommended moderate use of beer as a daily beverage.

ARBOR DAY.

In this prairie State Arbor Day has been and is of great interest. No law in favor of planting trees about schoolhouses was enacted before 1882, but public attention had often been called to its importance. The earliest official appeal in this behalf, so far as yet noticed, is found in the report of a county superintendent, as follows:

"Trees for the prairies," shout the nurserymen. "Trees for the schoolhouse" should be the rallying shout in early spring time of every man and boy in a sub-district whose schoolhouse is perched in the very eye of the sun, and is without shade in summer or shelter in winter. Let the children learn, as they may, to love the schoolhouse tree as tenderly as Morris loved the monarch of his early home. Trees would be promotive of comfort, and a valuable adjunct in a humanizing education.

"But trees will need protection!" None the worse for that. Fence them then, and train the children to keep their hands and knives off from them. This discipline in a love for nature and in a vigorous self-control, is possible, and should be ennobling. Let trees grow about the schoolhouse; let birds build nests in their branches and sing solos to the children while at study or play, and join in their choral songs morning and evening. Is this a fancy picture? Not at all. It has been done, and can be repeated, and where it is done the school will be no nursery of Catilines or of ruffians.³

¹ Iowa School Report, 1888-'89, p. 24.

² Iowa School Report, 1888-'89, p. 23.

³ Report of County Superintendent of Poweshiek County, 1869, p. 6.

The law now requires that twelve or more trees shall be planted on each schoolhouse site. The State superintendents have designated a day in spring for tree-planting, and have named it Arbor Day. They have also issued leaflets annually, full of choicest quotations concerning trees. These have stimulated literary exercises on that occasion, and have given direction to them. The result has been most happy in surrounding schoolhouses with groves, and in familiarizing the children with the names and the thoughts of some of our best writers. The trees set out have sometimes been designated by the names of literary men, and have thus become their living mnemonic symbols.

Tabular exhibit showing the growth of the public school system of Iowa from 1847 to 1839 inclusive.

Year.	Districts.			Schools.			Teachers.			
	District town-ships.	Independent districts.	Subdistricts.	Un-graded.	Graded.	Average annual session.	Number employed.		Average compensation per month.	
							Males.	Females.	Males.	Females.
1847		416				m. d.				
1848		693		105			101	23	\$15.43	\$8.20
1849		1,005		554		4 4	336	245	14.53	7.64
1850		1,262		914		3 10	549	250	14.76	8.78
1851		1,358		1,181			706	432		
1852		1,560		1,266			806	525		
1853		1,761		1,379		3 12	740	599		
1854		2,353		1,520		3 9	961	772	19.61	9.39
1855	(a)									
1856		2,850		2,153			1,279	1,243	14.47	8.23
1857		3,265		2,708			1,572	1,424	24.38	12.95
1858	b932		4,109	2,200			1,118	1,682	25.33	9.42
1859	b993		4,574	4,243			2,901	2,364	27.68	17.16
1860	b1,013		4,655	4,927			3,219	3,155	23.76	15.28
1861	b1,073		4,803	5,502			3,763	3,562	24.24	16.20
1862	b1,105		5,057	5,895			3,618	4,187	21.76	14.24
1863	b1,129		5,172	6,237		4 2	2,937	5,563	22.00	15.08
1864	b1,141		5,340	6,623		5 5	2,815	6,140	25.12	17.60
1865	b1,171		5,572	5,732		5 5	2,353	6,467	31.64	22.86
1866	b1,195		5,926	5,900		5 4	2,673	6,670	33.60	23.76
1867	b1,321		6,168	6,229		5 6	3,676	6,667	35.88	24.64
1868	b1,412		6,410	6,439	212	6 8	4,123	6,846	35.42	25.72
1869	b1,462		6,773	6,788	221	6 12	4,479	7,515	36.96	27.16
1870		334	6,986	6,910	213	6 4	4,909	7,806	35.60	26.80
1871	1,260	344	7,716	7,823	289	6 10	5,483	8,587	36.00	27.80
1872	1,317	400	8,438	8,156	403	6 10	5,901	9,320	36.00	28.68
1873	1,266	1,270	7,814	8,397	419	6 10	6,091	10,193	36.28	27.68
1874	1,195	2,026	7,310	8,797	375	6 14	6,273	10,729	35.95	27.67
1875	1,134	2,536	7,062	9,203	407	6 16	6,500	11,645	36.68	28.34
1876	1,099	2,933	7,017	9,454	405	6 16	6,830	12,222	37.27	28.09
1877	1,086	3,138	7,015	9,948	476	7 5	7,348	12,518	34.88	28.69
1878	1,119	3,117	7,260	10,218	c2,008	7 6	7,561	13,023	33.98	27.84
1879	1,140	3,139	7,543	10,457	2,083	7 7	7,573	13,579	31.71	26.40
1880	1,162	3,192	7,668	10,590	2,209	7 8	7,254	14,344	31.16	26.28
1881	1,161	3,178	7,808	10,741	2,311	7 8	6,546	15,230	32.50	27.25
1882	1,170	3,205	8,134	10,751	2,359	7 2	6,044	16,037	35.20	27.46
1883	1,171	3,189	7,956	10,874	2,720	7 2	5,695	16,521	35.27	27.60
1884	1,183	3,281	8,395	10,436	2,957	7 4	5,700	17,359	37.40	30.42
1885	1,202	3,401	8,546	10,949	3,060	7 4	5,809	17,906	37.95	29.45
1886	1,195	3,340	8,654	11,628	3,201	7 6	5,927	18,748	38.42	29.10
1887	1,190	3,409	8,661	11,782	3,194	7 8	6,007	18,205	38.00	29.50
1888	1,193	3,428	8,634	12,065	3,400	7 14	5,595	19,518	36.44	30.05
1889	1,188	3,451	8,768	12,088	3,523	7 14	5,432	20,361	37.52	30.37

a No report in 1855.

b Including independent districts.

c Rooms in graded schools.

Tabular exhibit showing the growth of the public school system of Iowa from 1847 to 1889, inclusive—Continued.

Year.	Pupils.				Schoolhouses.						Vol- umes in libra- ries.	Teach- ers' in- stitutes held.
	Between the ages of 5 and 21 years.	Enrolled in public schools.	Total average attend- ance.	Aver- age cost of tuition per month.	Frame.	Brick.	Stone.	Log.	Total.	Value.		
1847..	20,922	2,439										
1848..	40,646	7,077										
1849..	50,082	17,350			a349	35	3		387	\$38,506	180	
1850..	64,336	24,804			a470	48	4		522	68,762	287	
1851..	77,154	33,040			a504	49	4		557	63,412	476	
1852..	85,066	33,033			a45	74	14	471	804	99,708	703	
1853..	100,033	42,442	24,559		a297	91	12	459	859	144,979	943	
1854..	111,093	44,115			a897	98	9		1,005	170,564	576	
1855..												
1856..	173,866	59,014			al, 139	156	38		1,333	265,790	875	
1857..	195,285	79,670			936	168	47	535	1,686	571,064	623	
1858..	233,927	36,574			1,330	175	48	629	2,182	971,004	219	20
1859..	240,531	142,849	79,411	\$1.16	1,481	230	65	844	2,620	1,049,747	627	14
1860..	244,938	167,869	77,113	1.06	1,982	274	76	876	3,208	1,206,840	2,325	32
1861..	262,570	183,318	101,893	1.10	2,199	301	86	893	3,479	1,288,837	2,995	23
1862..	269,522	201,805	100,041	1.02	2,415	315	99	847	3,676	1,290,288	3,688	56
1863..	281,733	199,750	111,185	1.10	2,830	332	111	837	4,110	1,394,788	3,857	60
1864..	294,912	210,569	117,378	1.12	2,965	345	198	766	4,274	1,739,131	4,840	63
1865..	334,338	217,593	119,593	1.36	3,271	370	198	796	4,635	2,183,738	6,389	69
1866..	348,498	241,827	136,174	1.52	3,766	382	163	998	5,009	2,836,757	10,334	68
1867..	372,999	257,281	148,620	1.37	4,200	436	100	612	5,454	3,450,978	9,303	67
1868..	388,639	279,007	160,773	1.32	4,708	464	223	605	6,000	4,397,944	8,932	74
1869..	418,168	296,138	178,329	1.34	5,192	527	229	459	6,407	5,374,542	11,399	78
1870..	431,134	320,803	202,246	1.22	5,748	550	234	356	6,888	6,191,633	11,482	78
1871..	460,628	341,938	211,562	1.52	6,469	606	247	282	7,598	6,868,810	11,633	85
1872..	475,499	340,789	214,905	1.48	7,122	626	257	248	8,253	7,495,926	12,944	84
1873..	491,344	347,572	204,204	1.35	7,782	635	259	190	8,856	8,164,325	10,719	92
1874..	506,385	367,095	215,658	2.31	8,158	649	268	153	9,228	8,232,935	13,120	97
1875..	533,571	384,012	225,415	2.32	8,490	650	259	121	9,528	8,617,956	17,122	98
1876..	553,920	398,825	229,315	2.29	8,885	651	264	108	9,908	9,044,973	17,329	98
1877..	567,859	421,163	251,372	1.62	9,279	671	257	89	10,296	9,161,701	20,587	99
1878..	575,474	428,362	256,913	1.60	9,596	686	250	72	10,791	9,066,145	22,581	99
1879..	577,353	431,317	264,702	1.49	9,783	678	249	67	11,037	9,243,243	22,609	99
1880..	586,556	426,057	259,836	1.56	10,043	701	237	73	11,221	9,533,493	26,751	98
1881..	594,730	431,513	254,088	1.62	10,210	684	247	48	11,285	9,949,243	27,890	99
1882..	604,739	406,947	253,688	2.10	10,306	714	245	58	11,789	10,473,147	34,749	99
1883..	621,042	477,222	276,901	2.15	10,772	739	227	47	11,975	10,808,093	33,922	99
1884..	623,151	472,966	284,498	2.08	10,962	760	243	40	12,309	12,690,326	57,095	99
1885..	634,407	477,663	281,794	2.14	11,206	787	227	43	12,444	11,560,326	46,527	99
1886..	638,156	480,788	284,567	2.04	11,555	770	226	40	12,631	11,706,439	55,203	99
1887..	638,448	487,169	294,937	1.83	11,712	771	239	30	12,752	12,007,340	63,169	99
1888..	639,248	477,184	291,670	1.79	11,847	777	225	30	12,879	12,580,345	74,891	99
1889..	649,606	489,229	304,856									

a Including log schoolhouses.

EDUCATION IN IOWA.

Tabular exhibit showing the growth of the public school system of Iowa from 1847 to 1889, inclusive—Concluded.

Year.	Expenditures.				Annual interest of permanent fund.	Total equalized assessment of State.
	Teachers' salaries.	School-houses, grounds, libraries, and apparatus.	Fuel and other contingencies.	Total.		
1847.....						\$12,271,000
1848.....					\$2,185	14,450,000
1849.....	\$24,648	\$18,278	\$1,812	\$44,738	6,138	18,509,000
1850.....	36,814	30,955	3,450	71,219	17,028	22,623,000
1851.....	47,502	25,779	3,475	76,756	23,546	28,465,000
1852.....	54,643	18,822	4,425	77,890	20,600	38,427,000
1853.....	72,095	31,800	3,730	107,625	36,186	49,540,000
1854.....	87,817	30,224	3,924	121,965	50,155	72,327,000
1855.....					68,796	106,895,000
1856.....	147,862	128,437	15,442	291,741	102,718	184,395,000
1857.....	198,142	147,167	19,206	364,515	111,839	210,045,000
1858.....	148,574	98,719	51,181	298,474	103,966	179,823,000
1859.....	383,589	166,802	67,241	617,632	145,035	197,823,000
1860.....	445,468	158,291	52,179	655,938	142,151	193,385,000
1861.....	518,591	134,903	40,953	694,447	140,427	177,451,000
1862.....	515,939	130,805	49,027	704,771	155,217	175,000,000
1863.....	570,115	160,253	58,289	788,657	123,766	167,109,000
1864.....	686,672	199,590	78,029	964,291	135,329	165,000,000
1865.....	856,725	297,453	111,489	1,265,667	138,840	215,063,000
1866.....	1,006,623	572,593	158,739	1,737,955	165,344	220,000,000
1867.....	1,161,653	692,034	185,910	2,039,597	177,791	256,517,000
1868.....	1,330,823	917,604	415,484	2,663,911	201,403	280,000,000
1869.....	1,438,964	941,864	466,186	3,146,034	204,604	295,000,000
1870.....	1,636,951	1,038,404	378,065	3,043,420	238,356	300,000,000
1871.....	1,900,893	935,617	432,680	3,269,190	226,111	349,038,000
1872.....	2,130,047	1,212,722	722,897	4,065,666	249,077	366,076,000
1873.....	2,248,676	1,184,063	796,695	4,229,454	275,789	369,124,000
1874.....	2,447,430	1,154,745	832,646	4,433,822	304,836	374,340,000
1875.....	2,596,440	1,114,684	892,626	4,605,749	318,997	395,423,000
1876.....	2,784,099	1,168,057	1,205,618	4,957,774	283,021	401,264,000
1877.....	2,927,308	1,106,788	1,136,995	5,197,428	270,900	404,670,000
1878.....	3,011,230	1,101,956	990,213	5,103,399	284,013	401,488,000
1879.....	3,027,308	1,149,718	979,452	5,051,478	276,218	405,654,000
1880.....	3,001,948	1,231,598	787,703	4,921,249	282,903	409,819,000
1881.....	3,040,716	1,263,663	825,441	5,129,820	234,622	419,316,000
1882.....	3,218,320	1,404,727	935,212	5,558,259	225,997	426,281,000
1883.....	3,630,616	1,426,260	1,041,666	6,098,442	229,748	464,105,000
1884.....	3,696,453	1,487,395	1,053,123	6,236,971	242,710	464,508,000
1885.....	3,777,092	1,227,815	1,049,406	6,054,313	248,260	488,953,000
1886.....	3,931,033	1,280,135	1,071,005	6,332,173	250,393	489,540,000
1887.....	4,026,919	1,262,794	1,068,756	6,376,469	255,207	500,950,000
1888.....	4,107,102	1,251,198	1,048,269	6,406,569	261,763	504,901,000
1889.....	4,197,165	1,582,777	1,068,186	6,848,128	263,690	522,567,000

CHAPTER V.

THE TRAINING OF TEACHERS.

The State of Iowa has fostered the training of teachers for the public schools from the first and continuously. It has done this through teachers' institutes, normal schools, and normal instruction in the State university.

The State was not two months old when (February 25, 1847) its legislature authorized the creation of "a professorship for the education of teachers of common schools," as the first chair in the then contemplated State university. The establishment of this chair was left to the discretion of the superintendent of public instruction; but, whenever that should be done, fifty students were to be taught annually, free of charge, in the theory and practice of teaching. The opening of the university was delayed by the lack of funds, but the instruction of teachers could not be delayed.

TEACHERS' INSTITUTES.

The teachers themselves anticipated the action of the State in providing for the instruction of teachers by holding an institute at Dubuque in 1849, which was conducted by Prof. (now ex-President) J. L. Pickard. The teachers of Henry County had a similar meeting in 1850 and those in Jones County attempted to hold one the same year. The superintendent of public instruction, Hon. Thomas H. Benton, jr., in his report dated December 2 of that year, urged the legislature to appropriate \$150 for teachers' institutes, "to be drawn in installments of \$50 each" for the benefit of three such teachers' meetings. He pronounced them "the most effectual means that we can at present adopt to advance the prosperity of our schools."

At that time there were less than 600 teachers in the State and male teachers were receiving the beggarly pittance of \$14.76 a month and females were paid about three-fifths as much. The legislature did not seem to think that teachers would be in haste to expend a large part of their annual surplus (if, indeed, any surplus were possible) for any better preparation for such nonpaying service. That body left the superintendent's recommendations unheeded until 1858, when there were about 5,000 teachers in the State and their average salaries had nearly doubled. The general assembly then appropriated \$1,000 annually to county institutes, intending to give \$50 to each, which has been the amount received to the present time.

President H. H. Seerley, of the State Normal School at Cedar Falls, has written as follows:

The pioneer conductor and instructor.—The birth and the development of the Iowa institute can not be truly considered apart from the grand services of the pioneers in education. The early fathers opened up the way, began the battle against ignorance, and laid the foundations of our school system broad and deep. The names most prominent in these early days of Iowa's educational history are Jonathan Piper, J. L. Enos, C. C. Nestlerode, Moses Ingalls, Sibbell Maynard, H. K. Edson, D. Franklin Wells, Daniel Lane, T. S. Parvin, S. N. Fellows, L. F. Parker, S. J. Buck, T. W. Mulhern, Wm. McClain, R. M. Haines, A. J. Kane, Jerry F. Everett, and A. S. Kissell, who as conductors, instructors, and lecturers did grand work in favor of a perfected school system and better teachers for the youthful Commonwealth. These set forth the doctrines of methods of instruction with the voice of an evangel, and did a work at a time and under circumstances that pay a tribute to their memory. There was a unity of soul in a mighty purpose as they went about the land preaching the gospel of enlightenment that rendered subsequent progress an absolute necessity.

A typical institute.—An institute was held at Tipton, Cedar County, beginning Monday, December 29, 1856, remaining in session for one week. There were three daily sessions, beginning respectively at 9 a. m., 1:15 p. m., and 6 p. m. C. C. Nestlerode, the conductor, was assisted by B. Le Boynton, Wm. McClain, and Sibbell Maynard as instructors. The branches taught were orthography, reading, mental and written arithmetic, geography, English grammar, and physiology. The programme granted one-half hour to each recitation. Each day the conductor delivered a lecture on the "theory and practice of teaching" and the evening sessions were devoted to lectures by the most prominent men.¹

THE NORMAL INSTITUTE.

The germs of the normal institute were doubtless discoverable in most of the earliest teachers' institutes, yet these institutes were necessarily very brief and devoted largely to a review of elementary branches. The need of longer sessions was obvious, if any considerable normal work should be done; nevertheless some was done. Such institute teachers as James L. Enos, a graduate in the first class of the State Normal School of New York, and such as Nestlerode, Wells, Kissell, and Piper could not teach classes of teachers without emphasizing *how* to teach. An effort memorable both as to time and methods was made at Oskaloosa in 1857 and another still more noteworthy in 1867, the latter under the care of Jerry F. Everett and Jonathan Piper, who were aided in the teaching by Abijah Hull. Mr. Everett was then superintendent of Mahaska County and Mr. Piper was giving most of his time to institute teaching. They advertised an institute of four weeks in length for the benefit of those Mahaska County teachers who could afford to pay two dollars for their tuition. Fifty teachers responded; Mahaska schools became better, but the pockets of Messrs. Everett and Piper were more nearly empty.

In 1867 and 1868 similar institutes were held at Fort Dodge by Jonathan Piper and R. M. Haines.

¹ Iowa Normal Monthly, XII, pp. 305-306.

Methods of teaching received special and increasing attention elsewhere also and from others, but remained the minor element in institutes until 1870, when the superintendent of Washington County, Mr. E. R. Eldridge, made them the leading feature at Washington.

That first distinctively normal institute originated in a plan of Supt. Eldridge for a county institute, one which broadened into a call to a training school for teachers in that part of the State. The invitation was attractive. Two hundred and six came in from sixteen counties. A model school was maintained as a part of the institute. Prof. Jerome Allen was the conductor and was assisted by Supt. D. W. Lewis, of Washington, and by Supt. F. M. Witter, of Muscatine. His lectures and training in methodology wrought a revolution in county institutes.¹

That normal and training school of two weeks was extensively imitated in various parts of the State and often in longer terms. State Supt. Abernethy was impressed by its central idea, and the institute law of 1874 was the direct outgrowth of that Washington experiment. The most conspicuous advocate of that law in the legislature was Senator E. B. Kephart, then president of Western College.

During the next nineteen years, besides superintending a private normal school most of the time, Mr. Eldridge conducted the first State normal institute at Des Moines and seventy-four county normal institutes spending in them the equivalent of about four entire years. He was employed in some counties for the eighth time. Since 1888 he has been in charge of the Alabama State Normal School and of the Peabody State Normal Institute in Alabama.

Prof. Allen (now Ph. D.) introduced into the Washington Institute those normal methods which have aided in giving him a national reputation as the author of several books, as the editor of Barnes' Educational Monthly and of the New York School Journal, as conductor of institutes in Iowa and in New York, and as the president or a professor in the New York State Normal School at Geneseo, the Minnesota State Normal School at St. Cloud, and in the post-graduate department of the University of the City of New York.

Normal institutes were more useful than their predecessors, but it soon became irksome to experienced teachers to listen to the annually repeated exposition of methods of elementary teaching. In 1875 the State Teachers' Association requested that a State institute should be called "for teachers in the higher grades of schools," and selected State Superintendent Von Coelln, Superintendent E. R. Eldridge of Grand View, and Superintendent J. W. Akers of Cedar Rapids to take charge of it. Superintendent Eldridge was its conductor. Other State institutes followed, but a modification of county institutes was also de-

¹Supt. Eldridge and Prof. Allen seem to have been predestined to be normalists and to achieve eminent success in more than one State. They had both tact and talent for normal training. The former (now an LL. D.) was 27 years old in 1870.

manded. Several conductors of these training schools attempted some system of gradation or classification;¹ nevertheless, County Superintendent N. W. Boyes, of Dubuque county, may be accorded the honor of originating the

GRADED COUNTY NORMAL INSTITUTE.

The Dubuque plan was practically indorsed by the next State Teachers' Association and a committee was chosen to prepare a four year's course of study for graded institutes. The methods recommended by that committee in its report have been very generally accepted since that time, though with such reasonable changes as experience and circumstances have suggested.

The course of study as recommended by Superintendent Sabin in 1889 is as follows:

Graded course of study for normal institutes.

	First year.	Second year.	Third year.	Fourth year.
Mathematics.	Primary methods. A review of essential principles, to percentage.	Percentage. Applications of percentage. Oral test reviews. Business forms.	Ratio and proportion. Involution and evolution. General review.	Elements of algebra.
Language....	Methods in language lessons. Orthography.	Elements of composition. Methods of teaching reading and orthography, with dictionary work.	Grammar (analysis). Reading and orthography, with use of books of reference.	Elements of rhetoric.
Science	Geography.	Physiology and hygiene, including stimulants and narcotics.	Physiology and hygiene, with reference to laws of sanitation.	Elements of science. Physical geography.
Didactics	Organization and study. Recitation and government. School law affecting teachers.	Principles and methods of teaching, with reference to special duties.	Principles and Methods of teaching.	History of education.
General.....	Penmanship. Drawing.	United States history. Map drawing.	Civil government.	United States history, as taught by biography and in literature.

INSTITUTE SUCCESS.

A clue to the success of these institutes may be found in the fact that, during the last decade, while the number of public-school teachers has increased about 25 per cent, the number of teachers in attendance at institutes has risen to over 18,000, an advance of 50 per cent, and the proportion of those best qualified has been still greater.

¹ County Superintendent E. H. Ely was one of these leaders, and he tells us that he received the first hint of the plan from Dr. George Thacher just before he became president of the State University.

County institutes are under the care of county superintendents who employ conductors under some degree of supervision by the State superintendent. An improvement is proposed by the exercise of a closer supervision, and by a more searching inquiry as to the character and qualifications of the instructors.

The funds for institute support are derived almost entirely from the teachers who pay \$1 for that object when enrolled in an institute, and a dollar also when they apply for an examination for a certificate. The State appropriates the pittance of \$50 annually to each county institute, the exact sum which it allotted thirty years ago. Superintendent Sabin asks that this appropriation shall be increased to \$200, and that resident teachers shall not be required to pay for institute instruction.

No money expended by the State has ever been so productive of direct and highest good to the public schools as have the appropriations for these training schools. They have always created pedagogical ambition and enthusiasm, and (in their earlier history especially) their lecturers and instructors have been the most influential guides of local educational interest.

Every instructor has been in the presence of sharp critics pecuniarily and professionally interested in making the sharpest criticisms. Such an ordeal has been death to many an undesirable hobby, a multiplied life to many an improvement in teaching.

THE STATE NORMAL SCHOOL.

It was thirty years before there was a State normal school in Iowa. The normal instruction furnished in the State University and in early colleges and academies long delayed the necessity for such a school; but it was not long before the higher objects of the university compelled it to drop its model school and its elementary normal instruction. Prof. S. N. Fellows took charge of the normal department in 1867, and soon afterwards reached the conclusion that an independent normal school was needed for primary teachers, at least, and that a chair of didactics for advanced students in the university would be most seemly. State Superintendent Wells, the former professor of the normal department, was then recommending the creation of such a school, and many were demanding it. The general assembly entertained the proposition again and again, but without favorable action until 1876. At that time the long felt need was at its maximum; the Soldiers' Orphans' Home, at Cedar Falls, was available for the school; a bill creating it was carried two to one in the senate and by a bare constitutional majority in the house, where Hon. H. C. Hemenway, of Black Hawk county, earned the sobriquet of "The Father of the Normal School."

PROFESSOR GILCHRIST'S ADMINISTRATION, 1876-'86.

The school was opened September 14, 1876. Its first faculty consisted of J. C. Gilchrist, A. M., principal and professor of metaphysics and

didactics; M. W. Bartlett, A. M., professor of ancient languages, and natural science; D. S. Wright, A. M., mathematics and English literature; Miss Frances L. Webster, teacher of geography and history; and E. W. Burnham, professor of vocal and instrumental music. Principal Gilchrist had been at the head of city schools and of normal schools in Pennsylvania and in West Virginia; Prof. Bartlett was a graduate of Dartmouth and had been a professor in Western College and in Denmark Academy; Prof. Wright went to Cedar Falls from the presidency of Whittier College, and Miss Webster brought honor from her student life at Postdam (N. Y.) Normal School and from teaching in the Nebraska State Normal School.

The objects aimed at were,

- (1) Scholarship.
- (2) Professional culture.

A fair common school education was prerequisite for admission to the elementary course of two years, but this course was dropped a few years later. The curriculum embraced a didactic course of three years also, and a scientific course of four years.

The faculty met 27 students on the first day of the first term, 88 before the term closed, and 155 before the end of the year. The following statistics of the ten years of Principal Gilchrist's administration are of interest:

Year.	Enroll- ment.	Counties in Iowa repre- sented.	Gradu- ates.
First year, 1876-'77	155	31	0
Second year, 1877-'78	237	53	1
Third year, 1878-'79	252	57	2
Fourth year, 1879-'80	329	58	3
Fifth year, 1880-'81	334	63	7
Sixth year, 1881-'82	352	66	6
Seventh year, 1882-'83	301	67	16
Eighth year, 1883-'84	293	64	13
Ninth year, 1884-'85	408	67	30
Tenth year, 1885-'86	432	70	19

This marked progress was due to the students as well as to the faculty and was made by their combined efforts and merits. Popular favor was given because it was won and the school has always been fortunate in having an unusually large proportion of diligent and self-dependent students. The industrial classes have supplied about four-fifths of these, and those from professional circles have also been industrious.

No other State normal school in Iowa has tempted students from this one; nevertheless it has always had a spirited competition. Principal Gilchrist enumerated his competitors in 1885 as follows:

1. There are several prominent normal schools in Iowa managed by private associations and seeking patronage.
2. The normal schools of adjacent and remote States receive considerable patronage from Iowa.
3. Nearly every college in our State has a normal department, and under that guise attracts students.

4. The State University of Iowa has a chair of didactics.
5. Some high schools have set up a normal department.
6. The normal institutes give diplomas at the completion of a course of study which requires only eight or ten weeks' attendance in four short, yearly sessions. These diplomas in many counties become permanent licenses to the holders to teach.¹

The accommodations for increasing numbers were usually straitened, and were exhausted in 1882; the State then appropriated \$30,000 for the South Hall and the people of Cedar Falls added \$10,000 to that sum. The chapel in that hall will seat 700 persons.

Principal Gilchrist retired in 1886 and gave four years' service to the local normal school at Algona. At the same time his daughter withdrew from the faculty to accept a professorship in Wellesley College.

PRESIDENT HOMER H. SEERLEY'S ADMINISTRATION, 1886-'93.

President Seerley, as his board now designate him, has had a remarkable career as a man and a teacher. As a farmer boy in Indiana he learned the hard lessons of industry and economy, acquired the habit of persistence in what he undertook, and, without a particle of dash, laid the foundations of a sturdy manhood. His first school did not impress his county superintendent very favorably, for he published the following report of it:

Union district No. 3, Liberty Township, Homer H. Seerley, teacher; salary, \$30 a month. Order, poor; method of instruction, middling; general condition of school, bad.

In that young, timid teacher that county superintendent could not see the educational leader of to-day. Mr. Seerley graduated from the Iowa State University in 1873, at the age of 25, and carried into his subsequent schools a special inspiration and education derived from Jonathan Piper, the institute conductor and a man of ideas, and from his university instructors in didactics, Miss Sarah F. Loughridge and Prof. S. N. Fellows. He became assistant principal of Oskaloosa High School in 1873, the principal in 1874, and the superintendent of the city schools in 1875.

His radical characteristics are manly thoroughness and thorough manliness. He quietly and profoundly impresses and inspires pupils and teachers in the school room and in the normal institute. He has risen to the front rank in the State Teachers' Association. His address as its president in 1884 was of marked ability and his paper before that body in 1885 on the "Tobacco habit and its effect on school work" showed that he was quite as anxious to mold the moral as the intellectual character of the young.

The invitation to become Principal Gilchrist's successor at Cedar Falls was entirely unsought and unexpected.

Prof. Wright, a member of the faculty from the first, says of Mr. Seerley's accession to the presidency:

Important changes in the institution followed. The school was placed in sympathy with the other educational agencies of the State. The per cents of county

¹ Report of the State Normal School for 1884-'85, p. 18.

superintendents were received as evidence of fitness for admission to the school. A special course of study was created for the accommodation of graduates of approved high schools, in which grades from such schools were duly received and credited. This has proved a popular feature and has invited a superior class of students to the institution. Another special course was marked out for the benefit of teachers of experience and ability who could spend but a single term in a school of methods. The entire curriculum was revised to adapt it to the requirements of the law upon candidates for State diplomas and State certificates. The old system of visitation by the State examining board was discarded, and in its place an arrangement was effected by which candidates for graduation might enter a special examination, held in the normal buildings, by the State examining board, for a State certificate or diploma.

By act of the twenty-first general assembly, the superintendent of public instruction was made a member and *ex officio* president of the board of directors of the State Normal School. The manifest wisdom of this action is already realized by the school and the future must add incalculably to its power for good.

During the first year of the two regular courses English grammar, arithmetic, physiology, United States history, primary methods, etc., are completed, and after that the student in either general course may take an English or a Latin subcourse. Latin may be studied three years in this school; history, five terms; geometry and literature, four; and botany, geology, zoölogy, chemistry, astronomy, logic, psychology, etc., a shorter time.

Didactics (including pedagogical methods and principles, school legislation, and educational history) runs through all courses. Students from accepted high schools are admitted to appropriate classes and graduates from reputable colleges may pursue the professional studies and receive the appropriate degree.

The completion of the didactic course entitles the student to a State certificate and the degree of bachelor of didactics; a graduate from the four years' course will receive also the degree of master of didactics, and, after five years of successful experience in teaching, a State diploma from the State board of examiners.

The total annual enrollment and graduations since 1886 have been as follows:

	Enrolled.	Graduated.
1886-87.....	435	23
1887-88.....	432	31
1888-89.....	542	53
1889-90.....	656	69

The senior class now numbers 85. The names of the members of the present faculty, with their years of service in the school, are as follows:

	Years.
Homer H. Seerley, A. M., president, professor of psychology and didactics.....	4
Moses Willard Bartlett, A. M., professor of English language and literature.....	14
D. Sands Wright, A. M., professor of mathematics.....	14
S. Laura Ensign, A. M., professor of history and civics	12
Anna E. McGovern, B. S., professor of methods.....	10
Albert Loughridge, A. M., professor of Latin language.....	3

Abbott C. Page, PH. B., professor of physical science	1
Melvin F. Arey, A. M., professor of natural science.....	0
Leonard Woods Parish, B. A., professor of didactics and methods.....	0
Sara M. Riggs, B. D., instructor in English language.....	4
Lura E. Chase, B. D., instructor in mathematics	3
F. Ella Buckingham, B. S., instructor in penmanship and drawing	2
Lulia E. Curtiss, instructor in vocal and instrumental music.....	2
Margaret Baker, B. S., instructor in elocution and physical culture.....	0
Marian McFarland, B. L., instructor in applied English	0

As long as President Seerley is able to retain such coadjutors as Messrs. Bartlett and Wright and Miss Ensign, and to add to their number men so favorably and so widely known as Profs. Loughridge, Arey, and Parrish, there will not be a faculty in the State which has a higher moral purpose or a more inspiring influence than his.¹

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PRIVATE NORMAL SCHOOLS.

These have been so numerous, especially since the enactment of the free school law in 1858, and often so ephemeral that their names even need not be recorded. The character of some existing schools is so complex and so changing that it is difficult to classify them either as normal schools, business colleges, academies, or inchoate colleges. Of those called normal a few should be noticed.

NORTHERN IOWA NORMAL SCHOOL.

Algona is one of those happy Iowa towns where education and character have always been popular. The first county superintendent of Kossuth County (now affectionately remembered as "Father Taylor") was a citizen of Algona, and walked a large part of 200 miles to attend the first meeting of county superintendents in 1858, and, in that convention, was warmly cheered for his educational spirit.

Through his influence Miss Lucy Leonard, a cultured woman from Potsdam, N. Y., rendered memorable service in the public schools of Algona during 1866-68, and was followed by Miss M. Helen Wooster, who was soon chosen county superintendent. Miss Wooster erected a school building and boarding house and maintained a private school two years, but was then induced to become a teacher in Algona College, which had been incorporated in 1870. A few years later she took charge

¹There is a total attendance of 811 in 1893, 713 of whom are strictly normals, 49 are in the preparatory department and 49 in the training school. The faculty now numbers 17; 115 seniors have just graduated. Graduates receive what is equivalent to junior classification in such institutions as Michigan University, Iowa State University and Iowa College. A large and increasing number of undergraduates are preparing to enter them

of Adams Collegiate Institute, N. Y., and is now teaching in Los Angeles, Cal.

For a time Algona College was under the direction of Prof. O. H. Baker, and through his efforts and those of others it became "the pride and hope of Algona citizens and also of northwestern Iowa." But continued college life demanded something more tangible and perhaps more sordid than pride and hope, and that something was not then very abundant on the plains of the Northwest. Although the college was closed¹ educational aspirations did not cease. They assumed a new direction.

Algona desired to have a normal school in 1886. Principal Gilchrist had acquired high honor by his work at Cedar Falls as a teacher, a superintendent, a solicitor of funds from the legislature and from citizens, and even as an architect, qualities of the highest importance in laying foundations. He was seen to be available; was invited to Algona, and opened the Northern Iowa Normal School at that place, September 14, 1886. In 1887 the school district erected a building for the normal school on the 10-acre tract donated by Hon. A. C. Call.

The courses of study were named didactic, scientific, and didactic Latin, extending through four years. Three years of Latin were provided for in the didactic Latin course, but made elective with German. The public schools of Algona were opened to the normal students for observation, and furnished them with classes for personal instruction.

Two students graduated in 1887, eight in 1888, and seven in 1889.

The legislature seemed almost, but not altogether, ready in 1890 to grant Algona the State Normal School it had so long sought. Prof. Gilchrist was lured away to the new Methodist University at Sioux City, and Prof. P. D. Dodge, of Berea, Ky., accepted the chair which was thus vacated. Ill health renewed the vacancy, and Prof. McCullom became principal of the school in 1891.

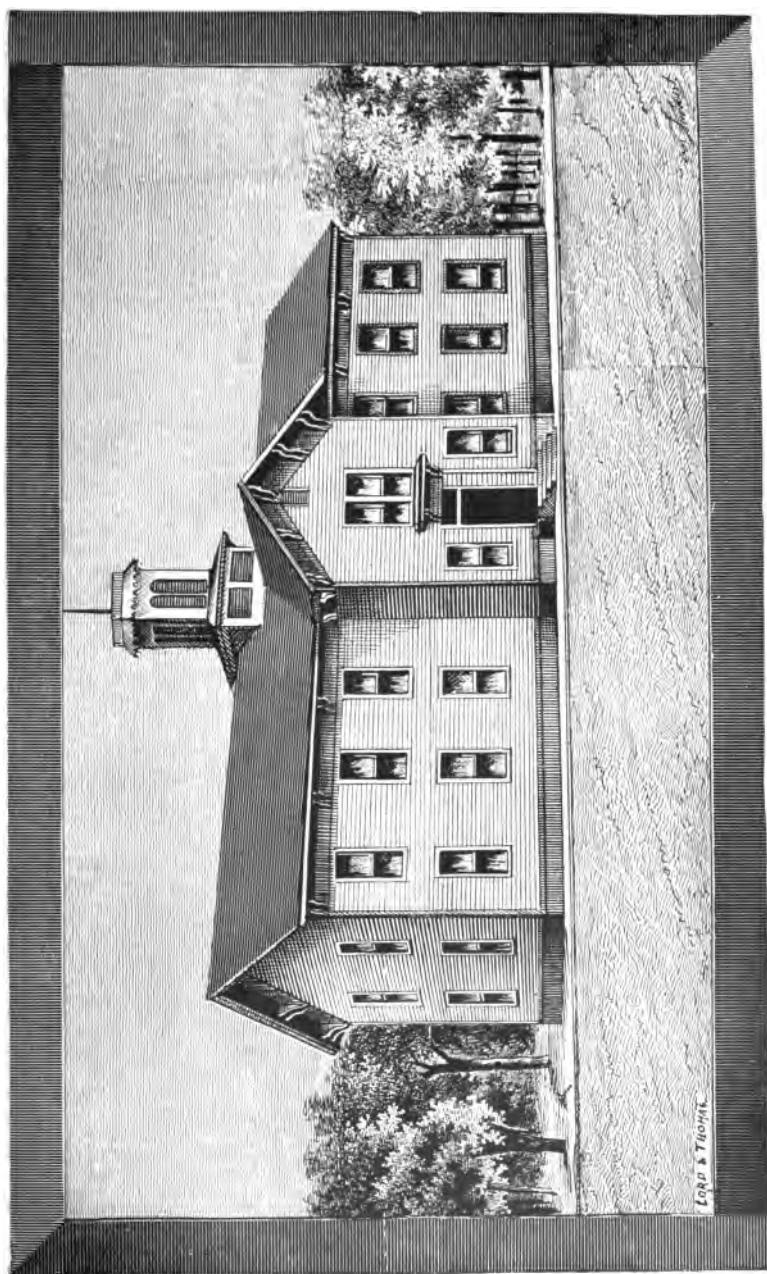
Little effort is now made to enlarge the institution. It is maintained as a magnet and as a nucleus for the normal school which it is still hoped that the State will soon locate there.

THE NORTHWESTERN NORMAL SCHOOL AND BUSINESS COLLEGE.

A few years ago schools in northwestern Iowa were rapidly multiplying and facilities for the training of teachers were altogether inadequate. J. Wernli, of Le Mars, though almost 60 years old, could not resist the temptation to open a normal school in that town in 1887.²

¹ Algona College is again noticed in the chapter entitled "Necrology."

² Mr. Wernli was a fellow countryman of Pestalozzi, a graduate of Dr. Augustin Keller's normal school in Switzerland and a teacher for five years in his native land. He then became a farmer in Wisconsin, but was soon called successfully and successively to a country school, to the county superintendency, to a Milwaukee principalship, and to the assistant principalship of the Wisconsin Normal School at Platteville. After that, between periods of ill health, his principalship of the German-English Normal School at Galena, Ill., aided in enlarging the attendance at the school to over 400. Seventeen years in Iowa followed, in such institute and school work as a semi-invalid could do before he opened his Le Mars normal.



NORTHERN IOWA NORMAL AND COMMERCIAL SCHOOL.

The citizens of the place contributed \$1,000 to the enterprise. Mr. Wernli supplied all other funds for the normal building and its furnishings. The enrollment was:

1887 (spring term)	29
1887-'88	125
1888-'89	192
1889-'90	205

Prof. Wernli set out to pay "special attention to the branches of study required by law to be taught in the common schools," and the methods to be employed were announced as "the most approved and the most perfect used in this country or in Europe."

The course of study embraced three years. The first year was devoted to the "branches required in the common schools by law," and the final studies of the third year were geometry, chemistry, botany, geology, English literature, history of education, and mental philosophy.

Once more ill health has compelled Supt. Wernli to retire from the schoolroom. The school passes into the care of Profs. A. W. Rich and J. F. Hirsch as associate principals, assisted by Mrs. A. W. Rich, Mrs. Luella C. Emery, and C. Jay Smith, and with continuing prosperity.

SOUTHERN IOWA NORMAL.

The citizens of Bloomfield in 1874 resolved to supply themselves and the surrounding region with a normal and scientific school of a higher grade than the public school. They accordingly laid the foundation of the Southern Iowa Normal Institute at that time. The property consists of nearly half a block in Bloomfield, with a substantial three-story brick building upon it.

It is owned by a joint stock company, which was incorporated in 1884.

The principals of the school have been: Messrs. Axline and Cullison, 1875-'78; Messrs. Shotts and Conrad, 1878-'80; Messrs. Somers and Conrad, 1880-'82; Messrs. Longwell and Strite, 1882-'84; Messrs. Strite and Conrad, 1884-'85; Prof. Strite, 1885-'87; Prof. E. S. Galer, 1887.

The normal course embraces among other studies arithmetic, algebra, plane geometry, United States and general history, physical geography, natural philosophy, literature (English and American), botany, zoölogy, and didactics.

In the scientific course Latin (Cæsar, Virgil, and Cicero's orations) or German, surveying, astronomy, political economy, geology, and chemistry are added.

The commercial course and the conservatory of music receive high commendations from the local papers.

Under Principal Galer the courses have been enlarged, instruction made more thorough, and the annual attendance has risen to 185.

EASTERN IOWA NORMAL SCHOOL.

Prof. Edwin R. Eldridge opened a normal school at Grand View, Louisa County, in 1874. Seven years later Columbus Junction offered such general and special attractions as to effect the removal of the school to that place, but was able to retain the professor in Iowa only seven years longer. About 2,500 pupils were under his care through his connection with the Eastern Iowa Normal, though several times that number of pupil-teachers enjoyed his instruction in State and county institutes during the same time.

Important as his work in Iowa was, the call to Alabama State Normal School was an invitation to a field of still wider influence. He accepted it in 1888.

NORMAL COLLEGES.

Three schools in the State bear the name of "normal college." They are all young and thus far the "normal" element in them seems to be more pronounced than the "college." Information concerning them is given through advertisements instead of catalogues.

DEXTER NORMAL COLLEGE.

A normal school was opened at Dexter in 1880. In 1888 it reported 11 instructors, 300 pupils preparing for teaching, 45 in the commercial department, and a total attendance of 400. The next year 500 were said to be in attendance.

No model school is maintained, but its didactic classes are permitted to visit the public schools of Dexter to learn from the work done in them. The following is taken from the announcement:

The plan of the courses of study is modeled after that of the best normal schools in the West. The full course includes three years, but each year's course is a unit in itself from which students regularly graduate. The first year is a course of common branches, the second an advanced course, the third a complete course. The first and second years lead each to a diploma, the third to a diploma and an elementary didactic degree.

The necessary branches for State certificate and diploma are included in the full three years' course. An idea of the high standard maintained may be gotten from the fact that an applicant is required to have the qualification necessary for a high grade first-class certificate before entering upon the second year or advanced course.

It is the largest normal college in central Iowa. It is among the most thoroughly equipped of any school in the State. The building is the largest exclusively normal building in the State.

It maintains six different departments.

WESTERN NORMAL COLLEGE.

This college is practically the creation of Mr. William M. Croan. He purchased the property in 1884, when only 65 students were enrolled in the school; four years later it was said that the enrollment had risen to from 400 to 700 during each of its five annual terms, and in 1889-'90 the entire list for the year was reported as over 3,000.

Mr. Croan is now only 37 years old, was born in Indiana, became ro-

bust by early farm work, and by self-support acquired push and tact and confidence that all things are possible to him who wills. He became a graduate of Anderson Normal School, and a student of President Burgess in the Northwestern Christian University. He was a teacher in graded schools, and county superintendent before assuming charge of the Shenandoah school.

The faculty of this young college is said to be "composed of the ablest, most practical, and experienced teachers in the country," "specialists in every department." Students can enter at any time and there are no examinations for admission. Its collegiate course of study, as remarkable as the history of the college, is as follows:

Course.	First term (10 weeks).	Second term (10 weeks).	Third term (10 weeks).	Fourth term (10 weeks).	Fifth term (8 weeks.)
Scientific	Geometry	Trigonometry ..	Analytical geometry.	Astronomy	Surveying.
	Geology	Chemistry	Physics	Botany	Zoölogy.
	Cæsar or German.	Cæsar or German.	Virgil or Marie Stuart.	Virgil or Wilhelm Tell ..	Cicero or Wilhelm Tell.
	English History	English literature.	English literature.	American literature.	Political economy, review.
Classics a	Penmanship	Vocal music	Drawing	Didactics	Didactics.
	Psychology	Logic	Ethics and æsthetics	Political economy.	Literary criticism.
	Sallust	Cicero	Horace	Tacitus	Juvenal.
	Greek grammar	Homer	Sophocles	Æschylus	Demosthenes.
	Chaucer	Spencer	Milton	Shakespeare ..	Shakespeare.

a Public lectures at the close of each term.

HIGHLAND PARK NORMAL COLLEGE.

This institution was opened September 2, 1890. Its president, O. H. Longwell, A. M., is a graduate of Northern Indiana Normal School, (at Valparaiso), a teacher of experience in common schools, in the Southern Iowa Normal School at Bloomfield, and as principal in the Western Normal College.

This college is located in Des Moines, and the campus consists of 10 acres. The main building for general school purposes is surrounded by dormitories, halls, and private residences. It is thought that no such institution in the State ever opened its first term with so large a number of students. Over 300 were soon enrolled.

The departments announced are preparatory, didactic, scientific, classical, literary, kindergarten, model school, commercial, civil engineering, musical, fine art, telegraphic, electrical, shorthand, typewriting, pharmacy, medical, and law.

President Longwell says:

The faculty is composed of the ablest teachers in the country—not boys and girls who have to demonstrate whether they can teach or not, but of middle-aged men and women who have made a success in the school room. Great care has been exercised in choosing men and women who are well educated and who have demonstrated that they can teach.

No school in Iowa has a finer library or is better equipped with all kinds of apparatus than Highland Park Normal College.

No other normal college in Iowa is so directly accessible from all parts of the State or has a financial basis so full of apparent promise.

CHAPTER VII.

THE STATE UNIVERSITY.

ITS LANDS.

The National Government made its grant of land to Iowa for the prospective university in 1840. The State in its constitution in 1846 engaged to take charge of those lands, "to provide effectual means for the improvement and permanent security of the funds" arising from their sale, and to appropriate the interest of those funds to the support of the "university, with such branches as the public convenience may hereafter demand." The grant consisted of two entire townships, or 46,080 acres.

The selection was delayed several years, and when made was not the most fortunate. Incoming settlers were eagerly locating near streams and in the timber. It was not deemed possible that the prairies should be occupied in less than a century, if ever, or that the land there would be as valuable as in the timber. Of course, "lands near living streams must be worth most in all the future." Hence groves were usually selected, where timber was removable and the surface was somewhat rough. A few years later the prairie was far more valuable. The trustees of the university endeavored to protect the lands from wasteful sale by appraising them above their market value. The State legislature in 1847 authorized the sale of its Des Moines River improvement lands and some of its school lands on long time. These sales on such easy terms created an appetite for university lands, and they, too, were placed on the market by direction of the legislature. The terms offered were against the better judgment of the trustees, and probably through the influence of interested parties. Fortunately, some members of the board made some purchases at public sale, though at a price even above the appraised value, but the Attorney-General, Hon. Samuel A. Rice, pronounced those purchases invalid. Nevertheless, October 25, 1859, the board found that 31,411½ acres had been sold for \$110,582.75, an average of \$3.52 per acre.

The university received saline lands from the State in 1860, amounting to 4,578 acres, and the proceeds of saline lands previously sold, amounting in notes and cash to \$29,571.74.

About 2,600 acres of university land remain unsold in 1890, and the interest-producing funds of the university now amount to nearly

\$227,000. The trustees valued the university lands at \$10 an acre thirty-eight years ago. At that price the invested fund of the institution would now have been more than half a million.

THE LOCATION OF THE UNIVERSITY.

Immediately after the admission of Iowa into the Union the location of the university became an exciting topic in the legislature. A representative from Henry County introduced a bill in January, 1847, to locate it at Mount Pleasant, and another from Jefferson County introduced one in favor of Fairfield. These bills were sent to their tomb in the hands of the committee on schools. Later in the session Senator Thomas Hughes, of Johnson County, proposed to locate the institution at Iowa City, and Senator Samuel Fullenwider, of Des Moines County, endeavored to secure it at Yellow Springs. These bills were referred to the committee on schools, and that committee proposed that action on them should be postponed, and that "a parent university" should be established under the direction of the State superintendent of public instruction. They also proposed that the State should be divided into collegiate districts, and that a portion of the university funds should be allotted to each of these. The plan was accepted by the senate and concurred in by the house, but no further action concerning it was taken.

The friends of Iowa City were not napping, and it was to their advantage that the statehouse there was probably about to be vacated by the legislature, and could then be utilized as the first university building. Aided by a petition from some 200 persons, Hon. Smiley R. Bonham, of Johnson County, introduced a bill into the house in favor of Iowa City. The moment was auspicious. In two days it passed the house and the senate, but with a wise senate amendment giving the university trustees the control of university funds, subject only to the general assembly. The house concurred in the amendment, and the location of the university at Iowa City was effected on the last day of the session.

A new danger arose for Iowa City before the next legislature convened. The commissioners for the relocation of the capital had chosen Monroe, in Jasper County. The choice was unpopular. The next legislature in 1849 annulled its previous action for a relocation. The university could not take possession of the capitol. Iowa City must compromise or lose the university. A compromise was made. The central location of the university at Iowa City was undisturbed, but two "branches," so called, were authorized to be located, respectively, at Dubuque and at Fairfield.

These branches, however, were to be practically, two independent State universities. Three normal schools also were agreed upon, one each for Andrew, Oskaloosa, and Mount Pleasant.¹

¹Address of Col. Thomas H. Benton, jr., at the university commencement, June 21, 1867, pp. 9-14.

ITS GOVERNMENT.

The act approved February 25, 1847, which established the university, intrusted its government to a board of fifteen members, under the presidency of the superintendent of public instruction, *ex officio*. The treasurer of State was made *ex officio* treasurer of the board. Two years later the governor of the State was made an *ex officio* member, and in 1855 the board was permitted to elect its own treasurer. The new board of trustees, chosen March 12, 1858, by the general assembly, was found to be unauthorized by the new constitution, and the board of education elected the following named persons:

Maturin L. Fisher, of Clayton County; Hugh D. Downey, of Johnson; Theodore S. Parvin, of Muscatine; Charles Pomeroy, of Boone; Thomas H. Benton, jr., of Pottawatomie; Joseph M. Griffiths, of Polk; and Leonard F. Parker, of Poweshiek.

When the board of education was abolished in 1864, the legislature made the governor and the president of the university *ex officio* members of the board of trustees. The new board then consisted of the governor, William M. Stone, the president of the university, Oliver M. Spencer, Thomas H. Benton, jr., Francis Springer, Nicholas J. Rusch, Samuel W. Cole, Rush Clark, Lewis W. Ross, and T. C. Woodward. The legislature substituted a board of regents for a board of trustees April 11, 1870, placing on it one member from each Congressional district of the State, and adding the superintendent of public instruction to the former *ex officio* members (the *ex officio* membership of the superintendent was abolished in 1872, but restored in 1876). In 1886, however, the president was dropped from the *ex officio* list, thus removing from that body the only person in the State whose official duties brought him into direct and daily contact with all departments and all interests of the university. It is understood that the board of regents have reduced the evil of this change to a minimum by asking the attendance of the present incumbent of the presidential chair at their meetings and by giving great weight to his opinions.

ITS ORGANIZATION.

Of the normal schools contemplated when the university was located at Iowa City, only two took on even the semblance of life. The Mount Pleasant institution was discussed, placed in the hands of a committee to solicit funds for it, and was no more.

The school at Andrew was organized November 21, 1849, under the management of Samuel Pray as principal and Miss J. S. Dorr as assistant. An edifice for the special accommodation of the school, 30 by 50 feet, and two stories high, was commenced, and over \$1,000 expended upon it during that year, but it was never completed.

The trustees at Oskaloosa organized in April, 1852, by the election of Micajah T. Williams, president; Henry Temple, vice-president; and Henry Blackburn, secretary and treasurer. The school was opened in the court-house September 13, 1852,



STATE UNIVERSITY OF IOWA—CLOSE HALL.

under Prof. G. M. Drake and wife. Four acres of land adjacent to the town were secured as the permanent seat of the school. A substantial brick building, 34 by 52 feet, and two stories high, each story 12 feet in the clear, was partially constructed in 1852, and finished in 1853, at a cost of \$2,473. The school at Mount Pleasant was never organized.

Neither of these schools received any aid from the university fund, but the general assembly, by the act of January 28, 1857, appropriated from the State treasury the sum of \$1,000 each for those at Andrew and Oskaloosa, and repealed the law authorizing the payment of money for their benefit from the income of the university fund, after which they made no further effort to continue in operation for the purposes for which they were instituted.¹

The first attempt to organize the university proper at Iowa City was made in 1854. The trustees leased the Mechanics' Academy (known more recently as the hospital) and elected Prof. William C. Larrabee president. That gentleman visited Iowa City, had an interview with the board, and declined to serve them. That act of his was not strange. The prospect for a "university" within his lifetime did not seem very exhilarating. In a State less than eight years old, with only 324,000 inhabitants in it, and more than half of them in cabins built less than five years before, without a foot of railroad, there was more immediate demand for conquering the prairie and bridging sloughs than for mastering fluxions or theorizing about prehistoric man.

Discouraging as the work might seem, a school was opened in March, 1855 (and maintained sixteen weeks), by Alexander Johnston as professor of mathematics, Abel Beach as professor of languages, and E. M. Guffin as principal of the preparatory department. No record of their previous employment by the board can be found, though they were recognized, supervised, and paid by the trustees.

During that first term the trustees invited Hon. Loran Andrews, of Ohio, to become president, but he, too, declined. The third effort was more successful, and Hon. Amos Dean, of the Albany Law School, New York, was chosen chancellor (or president) and professor of history. He accepted the position, though he never entered fully upon the duties of his office.

THE CHANCELLORSHIP OF DR. AMOS DEAN, 1855-'58.

The first circular of the university was issued under Chancellor Dean's supervision, September 1, 1855. Among the trustees named in it were James D. Eads, superintendent of public instruction, and James W. Grimes, governor of the State. The faculty, as then published, consisted of Amos Dean, LL. D., president and professor of history; Alexander Johnston, A. M., professor of mathematics; Henry S. Welton, A. M., professor of ancient languages; James Hall, professor of natural history; Josiah D. Whitney, professor of chemistry; E. M. Guffin, A. M., preparatory department; John Van Valkenburg, normal school.

The instruction during the academic year commencing September 19,

¹ Benton's Commencement Address, pp. 16-18.

1855, was given by Profs. Johnston, Welton, Guffin, and Van Valkenburg.

The circular announced that "ultimately a very thorough course of instruction" was contemplated. A preparatory course of two years was outlined and the university proper was organized in departments. The five departments of (1) ancient languages, (2) modern languages, (3) intellectual philosophy, (4) moral philosophy, and (5) history constituted the philosophical course. The further departments of (6) natural history, (7) mathematics, (8) natural philosophy, and (9) chemistry constituted the scientific course. A student having pursued and completed any three departments of the philosophical course was entitled to the degree of bachelor of philosophy. One who had completed any three of the scientific course was entitled to the degree of bachelor of science, and one who had earned both of the above degrees was entitled to the degree of bachelor of arts, and one who had mastered the nine departments was entitled to the highest degree conferred by the university, that is doctor of philosophy.

The departments were designed to be so arranged as to enable students to take the degree of bachelor of philosophy, or of bachelor of science at the close of two years, that of bachelor of arts at the close of four years, and that of doctor of philosophy at the close of six.

The first normal circular was issued September 19, 1855, by Prof. Van Valkenburg. It was one condition of entrance that "the applicant must be 12 years if a female, and 14 years of age if a male." Of the studies it was said:

The course of study in this school will begin with orthography, reading, penmanship, English grammar, mental and written arithmetic, geography, and physiology.

Elementary work in algebra, geometry, surveying, history, philosophy, astronomy, botany, chemistry, bookkeeping, and political economy was also announced.

The second general circular was printed for the academic year 1856-57.

The course of study had been changed but little, but of the course in history (in the immediate charge of the chancellor) it was said that "the department thus created is entirely new, and is to be taught as it can only be, from the want of text-books, by lecture and examination."

The two following topics are quoted from the circular:

(1) *Methods of instruction.*—The departments of intellectual philosophy, moral philosophy, history, natural history, natural philosophy, and chemistry are to be taught exclusively by lecture and examination. The trustees have been led to the adoption of this principle by the considerations:

One. That it must secure able professors in each department, as no others can possibly sustain themselves. Two. It secures a teaching more in accordance with the actual state and condition of science, which is and must ever be progressive. Three. It enables the teacher to adapt his instruction to the capacity of the student, and thus to secure his more effectual progress. Four. It brings the living mind into direct contact with that of the student, and thus awakens his powers, kindles his en-

thusiasm, and results in a higher and more perfect culture. Five. It is the only method followed in the universities on the continent of Europe, and has there been fully and satisfactorily tested and its results approved.

(2) *Departments in operation.*—Besides the preparatory and normal departments, the trustees have arranged to open for students for the ensuing year the following departments in the university proper, viz, those of the ancient languages, of the modern languages, of the mathematics, and of natural philosophy. They have deemed it proper first to organize the departments and then to open gradually and successively for the admission of students such, and so many only, as the exigencies of the time require. They have organized the university for the future as well as the present, and in that organization have been more solicitous of bestowing upon it the elements of future growth than of present perfection. They now have libraries, philosophical and chemical apparatus, and cabinets of natural history to provide, and will open the departments for instruction as fast as the people of Iowa will furnish students to be instructed. They have framed it for a higher institution of learning, and when the sciences and their applications come to be fairly required, they intend to be fully prepared to meet that requirement.

But while framed to furnish the loftiest style of culture it can also adapt itself to the lowest by its rejection of college classes and its adoption of independent departments; it is enabled to furnish to the student just what instruction he requires without, at the same time, compelling him to receive much that he does not want. Ordinary colleges, by rendering classical attainments necessary to the entrance of the student, exclude many who design to fit themselves for the common pursuits of life from their halls of learning. To this large class those departments of the university which require no previous classical attainment offer a ready admission and afford facilities for instruction. The trustees, therefore, deem themselves fortunate in having adopted an organization which, while it offers to college graduates a scientific course of instruction which they can not there obtain, can at the same time furnish to those excluded from college halls the means of perfecting themselves in farming, mechanical, commercial, and other ordinary pursuits of life.¹

All this seemed (to the present writer when, in the autumn of 1856, he was spending his first day in Iowa in the recitation rooms of the university) somewhat rose-colored. His note then was: "The State university consists of 66 children in the common branches." The catalogue for that year (the first published by the university) indicated the total attendance as 124, 83 gentlemen and 41 ladies, of whom 65 were in the preparatory department, 40 in the normal. Twenty-six studied ancient languages; 18, modern; 10, mental philosophy; 31, mathematics, and 41, natural philosophy. The students most advanced were mere beginners in the higher branches.

The year 1857-'58 was an eventful one for the university.

(1) The constitution of 1857 then became the supreme law of the State, and the capitol at Iowa City, with a temporary exception of the United States Supreme Court rooms, passed into the hands of the University trustees for university use.

(2) The faculty (excepting the chancellor) united in an able memorial to the legislature, asking for special appropriations for the university. They urged that the old capitol should be repaired, a new building for dormitories and boarding hall erected, and a liberal appropriation made for libraries, apparatus, and cabinets.

¹ Circular for 1856-'57, pp. 12-15.

To that appeal the legislature responded by appropriating \$3,000 for repairs and \$10,000 for a boarding hall.¹

Other points in that memorial are of historic value, the following paragraph especially:

It has been said that the university is only a city school. Owing to the difficulties with which it has had to contend, its sphere of usefulness has indeed been contracted, and we now memorialize the legislature to recognize it as the State university in fact as well as in name and aid us to enlarge the circle of its usefulness and extend its advantages to the citizens of every town in Iowa.

The State university should not be the rival of the colleges, but should aid and prepare professors for colleges, as normal schools prepare teachers for common schools. While we need several colleges and appreciate their usefulness, we need but one university. The State alone is able to support such a university and furnish it with means of instruction beyond the resources of colleges. Such an institution would save the necessity of sending our young men to sister States and across the Atlantic to acquire that knowledge which the poverty of our own State institution denies them at home.

Allow us to invite the attention of our legislators to the following important facts: First, to the large capital invested in the commerce of our country, and yet no provision is made by our leading colleges and universities for giving our young men a sound commercial education; secondly, to the heavy and increasing capital invested in railways, which are already seeking various routes across the continent, and yet the West has no school for educating civil engineers and preparing them to give a judicious direction to all this moneyed capital; thirdly, to the wealth of our country in mines and to its poverty in mining schools; lastly, and more important than all the others, to the vast wealth in the fertile soil of our State, and yet no provision has been made for the education of our young farmers in the various branches of forestry and agriculture.

(3) The general assembly created thirty-six scholarships in the university for the benefit of thirty-six young men who were to be selected from the high schools of the State and to be educated without charge for tuition on promising to teach in some school of the State for a term equal to the time during which they should enjoy the benefit of those scholarships.

(4) A new board of trustees was chosen. Its *ex officio* members were Chancellor Dean, Governor Ralph P. Lowe, and Superintendent Maturin L. Fisher; the others were Lauren Dewey, of Henry County; Edgar Wright, of Cedar; William Burris, of Scott; W. F. Brannan, of Muscatine; E. C. Lyon, Morgan Reno, Hugh D. Downey, and W. H. Barris, of Johnson; Lincoln Clark, of Dubuque; J. B. Grinnell, of Poweshiek; George W. Drake, of Mahaska; and William P. Davis, of Polk.

(5) At the meeting of the board, April 27, 1858, Chancellor Dean recommended that all further instruction should be suspended until the income of the university fund should be sufficient to pay current expenses. The board of trustees voted to discontinue instruction at the close of the academic year and to discharge all the faculty at that time. They also voted to exclude females from the university after the close of the

¹ The building which was erected in consequence of this appropriation was used for a time as a boarding hall, but is now devoted to society halls, recitation rooms, etc., and known as the South Hall.

current term a vote which excluded no one, for the same board reversed their own action as to the normal department at their meeting in August following, and the board of education opened the entire institution to the youth of the State, of both sexes, the next December. Since that time some teaching monk in the university may possibly have sought to annoy "the girls," but no trustee, regent, or legislator has attempted to exclude them.

(6) The total number of students in attendance during 1857-'58, according to the reports of the faculty, was 125, of whom 76 were connected, more or less, with the preparatory department, and 56 with the normal. Forty were enrolled in the department of ancient languages, 20 in modern languages, 41 in mathematics, 53 in natural philosophy, and 16 in chemistry.

(7) The faculty felt called upon to allude again, and at this time in their annual report to the trustees, to the localities from which their students came. They did this as follows:

It ought to be stated in this connection, as a matter of interest bearing on the future prosperity of the university, that during the last year some eight or ten families from different parts of the State have removed to this place for the express, perhaps the sole, purpose of enjoying the privileges of the university. This statement, moreover, may be taken as evidence that, although the students thus far in connection with the university appear to have been chiefly from Iowa City and vicinity, yet in reality quite a number of them have hailed from a distance.

"Chiefly from Iowa City," is a very moderate statement. Of the 124 named in the first catalogue and of the 107 (all who are mentioned in any discoverable lists) for 1857-'58, only about 6 per cent were enrolled as from outside of Johnson County and only about 12 per cent were from beyond Iowa City. That the university then—and for years afterward—should be called the Johnson County High School, was not in the least unnatural. Nevertheless, what was true of the university at that time in this respect was also true of all kindred Iowa institutions. Very few young people could then leave incipient towns and opening farms to attend a college too far away for them to board at home.

(8) The first degrees given by the university were then conferred, the honorary degree of A. B. on Prof. D. Franklin Wells and the degree of B. S. on Dexter Edson Smith, the first graduate from a collegiate course in the university. Levi Parker Aylworth, Cellina H. Aylworth, Elizabeth S. Humphrey, Annie A. Pinney, and Sylvia M. Thompson were then the first graduates from the normal department and received the first normal diplomas.

(9) Chancellor Dean resigned at or soon after the close of the academic year, 1857-'58. Chancellor Dean visited Iowa three times in the service of the university, but did no teaching in it. A master of details and a skillful system-builder, he was the author of its first plan of organization. His advice was sought by the board of trustees and was potential with them, though not always controlling. He aided them also in purchasing the library, in preparing and distributing cir-

culars, and attempted to secure an additional land grant for the university. Nevertheless, his faculty seemed at times insufficiently mindful of his position, and the trend of Iowa thought was more manifestly toward coeducation than was his own. His retiring disposition and growing interest in historical studies, led him to resign the chancellorship and soon after to leave his chair of medical jurisprudence in the Medical College in Albany. He published *Lectures on Political Economy* in 1835, *The Philosophy of Human Life* in 1839, and *Principles of Medical Jurisprudence* in 1854; but the colossal work of his life, to which he devoted thirty-three years, the *History of Civilization*, in seven octavo volumes, was not permitted to go to press till after his death.

For all his eminent service to the university, though entitled by the vote of the trustees to much more, he accepted only the pittance of \$500.¹

THE NORMAL PERIOD, 1858-'60.

The vote of the trustees on April 27, 1858, to close the university was followed by another on August 4 to reopen the normal department.

THE NORMAL ELEMENT A PRIMAL IDEA IN THE UNIVERSITY PLAN.

The plan for a university was maturing slowly and at a time when the need of trained teachers was felt in Iowa most impressively and most universally. Consequently normal instruction, and that alone, was specifically provided for in the act of 1847, which established the university. Two of its sections are as follows:

SEC. 6. That whenever, in the opinion of the superintendent of public instruction, it is necessary, a professorship for the education of teachers of common schools may be instituted in such manner as in the opinion of said superintendent will best promote the interests of common schools throughout the State.

SEC. 11. That the grants and donations herein made are upon the express condition that the said university shall, so soon as it shall be in the enjoyment of revenue from the said grant and donations at the rate of \$2,000 per annum, commence and continue the instruction, free of charge, of 50 students annually, in the theory and practice of teaching, as well as in such branches of learning as shall be deemed best calculated for the preparation of said students for the business of common school teaching.

Then, too, the law of 1858 (unconstitutional as it was), which created thirty-six normal scholarships in the university, indicated the purpose of the legislature to make earliest provision for the teaching of teachers.

The vote to reopen the normal department was in accordance with a popular demand, no less than in harmony with the general desire of the lawmakers.

THE NORMAL DEPARTMENT, 1858-'59.

A circular was issued announcing the plans for the normal department under the charge of Prof. D. Franklin Wells. It bore the tinge

¹ *Encyclopædia Americana*, II, p. 574. Col. Benton's address, pp. 38-55., *Iowa Normal Monthly*, XII, 287, 288, 293, 294, 314.



STATE UNIVERSITY OF IOWA—MEDICAL BUILDING.

of Prof. Wells's vigor and exactness. The following is a quotation from it:

- (1) Both males and females will be admitted.
- (2) The instruction will be gratuitous, but each student will pay \$2 at the beginning of each term as an entrance fee.
- (3) Applicants must be, if females, at least 15, and if males, at least 17, years of age; but the professor of the department may, at his discretion, admit at a less age, when sufficient maturity of mind and proficiency in study are manifested.
- (4) Candidates for admission will be required to sustain an examination in reading, spelling, penmanship, elementary grammar, geography, and arithmetic through compound numbers and vulgar fractions.
- (5) All pupils, on their admission to the normal department, will be expected to sign a declaration of their intention to teach in schools of the State, as follows:
 "We, the subscribers, do hereby declare that it is our intention to devote ourselves to the business of teaching in the schools of this State, and that our object in resorting to the normal department of the university is better to prepare ourselves for the discharge of this important duty."

The normal diploma, given at graduation from the normal course, had just been made by the legislature satisfactory legal evidence of the possessor's fitness to teach, and without the certificate of a county superintendent.

The new board of trustees created by the board of education passed the following resolution:

Resolved, That we request each county superintendent in this State to recommend two persons in his county, of the requisite qualifications, for admission to the normal department of the State university, and that the professor of that department be instructed to admit such persons in preference to any others; and that persons so recommended shall be admitted without any entrance fee.¹

The board found in February, 1859, only \$1,239 available for the current expenses of the institution, though \$9,730 more was due, but in the extreme prostration of all business was then noncollectible. It was clearly unwise to reopen the collegiate department of the university, and apparently impossible to continue the normal work.

The commencement of 1859, however, showed that the buildings were in better condition than ever before; that Prof. Wells and his assistant (Miss Lavinia Davis) had done excellent work; that the students were enthusiastic, and that the teachers were willing to assume some financial risks. The business sky was less leaden; the trustees decided to continue the department, and authorized the enlargement of its facilities if it could be done without involving the university treasury.

Theodore S. Parvin resigned his trusteeship and was elected curator of the cabinet of natural history and librarian. His work was greatly needed in enlarging and classifying the growing cabinet and in caring for the library. Under his supervision the library (of 484 volumes) and the cabinet began to have definite "habitations" and a growing "name." He accepted the added duties of a full professorship in 1860 and dis-

¹ That provision for the normal department and a similar one somewhat later (in 1861) for free tuition to two county representatives in the university proper attracted public attention and materially widened the area of university representation.

charged them till 1869, when he resigned. Few men have the ability of Prof. Parvin to drop into such a niche, with somewhat miscellaneous duties, and to lay foundations worthy of such historic honor as he did during that time.

The academic year 1859-'60 opened under most favorable auspices. Prof. Wells originated a model school, employed Mrs. M. A. McGonegal to take charge of it, and made it self-supporting. Facetious writers called it "the trundle-bed department," but the "trundle-bed" paid in all respects as a "practice school" for normal students, no less than financially.

Though the work of the department had been broadened in 1859-'60 the number of graduates in 1860 was 6, the same as in 1859, and the total number of students was 89 as against the 90 of the previous year.

The evil effects of the financial panic of 1857 were so mitigated that the trustees in October, 1859, determined to reopen the collegiate department of the university in 1860, and Silas Totten, D. D., LL. D., formerly president of Trinity College, Connecticut, was elected president of the university.

PRESIDENT TOTTEN'S ADMINISTRATION, 1860-'62.

THE UNIVERSITY REORGANIZED JUNE 28, 1860.

Dr. Totten had already laid his scheme for reorganization before the general assembly of the State, and on presenting it to the board of trustees at the commencement in 1860 it was adopted. Six departments were provided for, viz: (1) Moral and intellectual philosophy and belles-lettres; (2) history and political economy; (3) ancient and modern languages; (4) mathematics and astronomy; (5) chemistry and natural philosophy; (6) natural history.

The normal department was placed under the exclusive control of the principal, Prof. Wells, but was continued so only for a single year, when it was placed under the supervision of the general faculty.

Students who represented counties were charged no tuition. Normal students paid \$5 a term, while those in collegiate studies paid \$4 a term for each class which they entered.

Any student who obtained certificates of proficiency in the studies of any ten classes was entitled to the degree of bachelor of science; in fourteen classes to the degree of bachelor of arts, and in eighteen classes to the degree of master of arts. The student was not restricted to any class or classes, department or departments. His proficiency, mental capacity, and the requisite time were the only tests in this particular.

The plan also embraced a regular course of four years, consisting of the freshman, sophomore, junior, and senior classes, thus combining the two systems of organization—departments and classes—and certificates of proficiency were awarded in the latter, as well as in the classes

of the former. Any student who completed this course was entitled to the degree of Bachelor of Arts.¹

THE NEW FACULTY.

The faculty as now constituted consisted of Dr. Totten as president and professor of the first department; Oliver M. Spencer, A. M., professor of the third department; Nathan R. Leonard, A. M., professor of the fourth department; James Lillie, M.D., D.D., professor of the fifth department,² and Theodore S. Parvin, A. M., LL. B., curator and librarian, and acting professor of the sixth department. D. Franklin Wells, A. B., was elected principal of the normal department, and Miss Lavinia Davis, assistant; Mrs. M. A. McGonegal, principal of the model school; and P. J. Whipple, instructor in vocal music.

The academic year 1860-61 was no less noteworthy in the annals of Iowa colleges than in the history of the nation. On September 19, 1860, was the beginning of continuous teaching in the collegiate department of the university, yet it is probable that the board of trustees would not have reopened the university at that time if they had possessed the gift of prophecy. The civil war convulsed all business circles, dissipated educational thought, and attracted many from student life into military service. Nevertheless, 172 (exclusive of those in the model school) entered the university, 31 being in the preparatory department and 121 in the normal. There were only 3 students, however, in the first department of the university proper, 4 in the third, 15 in the fourth, and 9 in the fifth. Twenty-four in the preparatory department were commencing the study of ancient languages.

The year 1861-62 was the last of Dr. Totten's administration. The library had increased to 1,500 volumes, and an appropriation of \$600 was made for further increase; the sum of \$340 also was set apart for mineralogical specimens, and another of \$1,600 for philosophical and chemical apparatus—a sudden leap into luxury! The faculty began to beg the board of education and general assembly for such things as a professorship of military tactics and civil engineering, and to think about gymnastics. The lawmakers responded very favorably, *i. e.*, “as soon as the income of the university shall permit.”

During this year 254 students were in attendance; 118 males and 136 females, of whom 129 were normal and 104 preparatories. Nine normals had graduated in 1861, 4 of whom were “males,” while 13 took diplomas in 1862 and only 5 were gentlemen.

But little is said about the resignation of Dr. Totten, yet it is known that his salary was materially reduced and that there was a widespread suspicion that he was “disloyal.” Associates of his in the faculty, however, insist that he was greatly misrepresented and radically mis-

¹Col. Benton's University Address, pp. 59-60.

²Professors Lillie and Spencer subsequently exchanged departments.

understood. They cherish his memory with affection and remember his work with honor. He was certainly a rare gentleman.

Prof. Spencer was transferred to the presidency

DR. OLIVER M. SPENCER'S PRESIDENCY, 1862-'67.

The year 1862-'63 is memorable. (1) There were 288 students enrolled, 87 more ladies than gentlemen. (2) At commencement the first A. B. degrees of the University were conferred *pro merito* on Charles E. Borland, Rush Emory, and Nettie M. Hart. Then, too, after a lapse of five years a second B. S. degree was given, and Ben W. Clark received it. (3) Tuition fees (except for music) were abolished, and a matriculation fee of \$5 a term was required. (4) President Spencer tendered his resignation, but the board refused to accept it.

PRESIDENT SPENCER'S FACULTY, 1863-'64.

The changes made in the faculty and general scope of instruction is indicated sufficiently by the list of University teachers in 1863-'64 and their work. President Spencer was professor of moral and intellectual philosophy and of chemistry and natural philosophy; Joseph T. Robert, LL. D., of ancient and modern languages; Nathan R. Leonard, A. M., of mathematics and astronomy; Theodore S. Parvin, A. M., LL. B., of natural history and acting principal of the preparatory department; Gustavus Hinrichs, C. P., assistant professor of chemistry and natural philosophy, and teacher of modern languages; and D. Franklin Wells, A. B., of the theory and practice of teaching. Charles A. Borland, A. B., was tutor; Miss Lavinia Davis, preceptress in the normal department; Miss S. Louisa Brainerd, assistant teacher in the normal and preparatory departments; Miss Jessie M. Bowen, assistant teacher in the normal department; O. C. Isbell, teacher of vocal and instrumental music; E. R. White, of gymnastics, and Mrs. Amelia C. Traer, principal of the model school.

THE AGRICULTURAL COLLEGE WOODED, BUT NOT WON.

Congress made a special appropriation—a grant of land—in 1862 for the establishment of agricultural colleges in the different States. The trustees and special friends of the university believed it would be best for their institution and for the prospective agricultural college to unite the two. An effort in this direction was commenced in 1863, and the university trustees asked the general assembly for money to open an agricultural department, and that the Congressional grant for industrial instruction should be utilized for its support. The advocates of this measure urged that this union would obviate the necessity of much needless duplication of classes and make a greater specialization of work by the professors possible. All this was obviously true; nevertheless, it was believed that such a union would be only moderately useful to the material industries, inasmuch as some students while

planning to engage in manual labor would be likely to be drawn over into the more general scientific or literary courses, and thus into the professions. Local interests had influence, also, and the university wooing did not win an agricultural department.¹

THE UNIVERSITY AND THE CIVIL WAR.

The university was probably most fully represented in the Union Army in 1864, when, of its 432 students, only 177 were young men, and when Tutor Charles E. Borland was granted leave of absence to serve as captain with the hundred days' volunteers. In speaking of those student soldiers at the reunion of the Twenty-second Iowa Infantry in 1886 at Iowa City, A. E. Swisher, esq., said:

From a careful compilation of the records I find that there were at least 124 boys enlisted in the different regiments who were students of the university at the time of enlistment. I would be glad to mention the names of all these, as each and all of them were brave and heroic soldiers; but time will not permit, and I mention only a few: T. S. Bailey, than whose no life is purer, with one empty sleeve, has been and still is doing the best work for the State and humanity; Capt. C. E. Borland was afterward an instructor in the University; W. W. Baldwin, who has attained eminent success and is one of the leading men of the State; S. Kirkwood Clark, son of our townsman, Ezekiel Clark, a brave and true boy, died of disease contracted in the ranks; D. J. Davis, county superintendent of this county, was killed at Winchester; C. E. Howe, who has attained success as a minister; R. L. Hoxie, captain in the regular Army, and we are glad to have him and his excellent wife with us as guests; Nicholas Messinger, one of the bravest men who ever lived, and one of the few who scaled the walls in that bloody charge at Vicksburg—God bless Nick Messinger; if it was in our power we would make you as strong physically as you were then, and as you now are mentally and morally; G. A. Remley, brave, noble, true soldier, was killed at Winchester; John W. Porter, our beloved townsman, whose whole life was full of cheer and noble deeds; D. K. Trine, who was at the side of Messinger in that bloody charge at Vicksburg; and the last I shall mention, T. S. Wright, who has attained great success as one of the most efficient and trusted members of the board of regents of the institution he helped to defend.

The university is proud of her student soldiers, and they in turn are its best supporters. Of all the men and women who have gone out from this institution, there are none who have earned the gratitude and consideration as have this band of 124 men.²

EX-SOLDIERS IN THE UNIVERSITY.

Iowa soldiers, as they returned to the State in 1865, were made specially welcome by university officers. The trustees offered free tuition to all who had enlisted for three years or during the war and had been honorably discharged, and to all who had been disabled in the service, as also to all the orphan children of the soldiers. At the first opportunity no less than 55 availed themselves of this liberal offer.

¹The term "department" in university history, as applied to the university proper, before President Spencer's administration, usually signified nothing more than chair. After 1865, as used in university circles, it commonly means a group of chairs, as in the law, medical, or dental department.

²Proceedings of the Twenty-second Regiment Iowa Volunteers, at First Reunion, pp. 52-53.

PROGRESS BACKWARD AND FORWARD IN 1865.

A marked advance in both directions was made by the board of trustees in 1865. The backward movement was to the old-fashioned and well-approved system of college organization by classes, in place of departments, and forward to a wiser and higher standard of admission and graduation. Before that time a student could become a bachelor of science without a particle of knowledge of any one of the natural sciences, or a bachelor of arts without knowing a letter of Greek or a word of Latin. As late, indeed, as 1876 a student obtained his classical degree in regular order and soon after began to regret that it represented no Greek.

At this time the work of the Normal Department was advanced, its course shortened from three years to two, and its lower branches were transferred to the Preparatory Department.

PRESIDENT SPENCER IN EUROPE, AND RESIGNS.

Early in 1866 President Spencer asked and was granted leave of absence for fifteen months for European travel, expecting to serve the university while abroad and to improve his health. He resigned his presidency the next year and never resumed his home work in the university. In accepting his resignation the trustees made the following appreciative expression:

It is but just here to acknowledge the faithfulness and ability with which Dr. Spencer discharged the arduous duties of the presidency. A man of courteous manners, scholarly habits, and a high-toned enthusiasm, he contributed in an unusual degree to make the university a blessing and an honor to the State.

Since that time he has rendered the country eminent service as a consul at Genoa and elsewhere. He has also made many able contributions to American magazines on historical, political, and antiquarian topics, while he has added greatly to the profit and pleasure of American tourists who have been within the reach of his generous kindness.

PROF. N. R. LEONARD, ACTING PRESIDENT, 1866-'68.

When President Spencer left the university, the senior professor, Mr. N. R. Leonard, was made acting president.

THE PROFESSORSHIP OF THE NORMAL DEPARTMENT VACANT.

At commencement, 1856, the trustees surprised the students and the general public by declaring the professorship of the normal department vacant. There was little reason for the action that was obvious, and none was ever given that was altogether satisfactory to the patrons of the university. It was even said to be the blow of a wayward schoolgirl, whose dislike had been carried forward into married life, where she found an able and a successful ally.

THE FACULTY TO BE EMPLOYED-BY THE YEAR.

Col. Benton says:

A rule was also adopted at this meeting [in 1866] making it the duty of the board at all subsequent annual meetings to vote upon the question of continuing the respective members of the faculty in office.¹

That unique rule seems to have been adopted to make decapitation easy for the trustees and easier for the members of the faculty. But it appears to have been remembered only for a single year. It is only now and then that a regent, in later years, approves of such a scheme.

THE NORTH HALL, OR CHAPEL, COMPLETED IN 1866.

The general assembly in 1864 appropriated \$20,000 for a building to serve the complex purpose of chapel, chemical laboratory, and astronomical observatory. The plan was soon limited to the first two objects, and even then, when completed, cost over \$22,000. It has been used for the purposes intended, and in later years the old chapel room has served for chapel, library, and reading room.

For this building the first important donations to the university by private parties were made, viz, 680 acres of land by citizens of Iowa City, and building material worth about \$3,000 by the city corporation.²

THE PREPARATORY DEPARTMENT ELEVATED.

In 1867 the preparatory department was limited to its two upper classes. The total attendance in that department declined nearly 50 per cent the following year, but without detriment to the university. The low-grade students thus excluded were almost entirely from Johnson County.

THE FACULTY AND THEIR WORK IN 1867.

The attendance in 1867 dropped down in the normal department from 99 to 62, and the entire enrollment from 668 to 640, of whom 48 were freshmen, 20 sophomores, 6 juniors, and 5 seniors, or a total of 79 in the college classes.

Col. Benton notices the details of the faculty organization and the work of instruction as follows:

In view of the rule adopted at the last annual meeting [and by request], the members of the faculty placed their resignations in the hands of the board. Profs. Leonard, Parvin, Hinrichs, and Eggert were continued in office, and Amos N. Currier, A. M., of Pella, was elected to the professorship of ancient languages, made vacant by the resignation of Prof. Robert. Prof. Leonard was continued as president *pro tempore*, at a salary of \$1,800, and was allowed \$200 additional pay for the previous year. The department of modern languages was raised to a full professorship, and the

¹Hon. Thomas H. Benton, jr., address at commencement in 1867, p. 82.

²President Slagle's report, in Iowa School Report for 1876-'77, p. 17; Col. Benton's address, pp. 73, 74, 76-79.

same salary allowed as in case of other professors—\$1,400—and political economy was added to the studies embraced in it. S. S. Howell, A. M., was elected principal of the preparatory department; S. E. McKee, A. M., was elected tutor, at a salary of \$1,000; Miss Lavinia Davis, Miss Ellen A. Moore, A. B., Miss Emma Brown, and Miss Celia A. Moore were elected assistant teachers in the preparatory department. The gymnasium was discontinued. The salary of the president was fixed at \$2,000, to take effect when the vacancy was filled. Leonard F. Parker, A. M.—subsequently professor of the Greek language and literature—was unanimously elected to the professorship of the normal department, but declined the position. At a special meeting, held August 27, 1867, this department was filled by the election of Stephen N. Fellows, A. M. The board were so well satisfied with the administration of Acting President Leonard that they determined not to fill the vacancy in the presidency, but to take further time for the selection of a suitable person for the office.

The faculty at the commencement of the next [fall] term consisted of Nathan R. Leonard, A. M., president *pro tempore*, and professor of mathematics and astronomy; Theodore S. Parvin, A. M., LL. B., professor of natural history; Gustavus Hinrichs, C. P., professor of natural philosophy and chemistry; Charles A. Eggert, A. M., professor of modern languages and literature; Amos N. Currier, A. M., professor of Latin and Greek languages and literature; and Stephen N. Fellows, A. M., professor of didactics. Preparatory department—S. S. Howell, A. M., principal, and Miss Lavinia Davis, Miss Ellen A. Moore, A. B., Miss Emma Brown, and Miss Celia A. Moore, assistants; S. E. McKee, A. M., tutor; Henry S. Perkins, B. M., professor of vocal culture, harmony, and composition; A. T. Smith, teacher of instrumental music.

THE DEAD LANGUAGES RESUSCITATED.

The circumstances of the students and of the university itself made enthusiasm for the ancient languages almost impossible at any time before the close of the civil war. They demanded too many years, seemed to touch daily life at too few points; other studies were deemed more practical. The A. B. degree was most esteemed, but it could be obtained in the university without giving much time to the dead languages. The natural and physical sciences were marvelously interesting, even to one who could only give them a single term's study. They were rich in surprises, even without special illustrative material, and still richer with every added piece of apparatus. Trustees could see this at a single glance when they visited the institution. They did see it, and acted with commendable energy in giving facilities for scientific instruction.

The modern languages abounded in the intellectual treasures of modern life, were seen to be exceedingly useful to specialists in science, and might be helpful in business. They were taught in the university, and by enthusiastic Germans. It was easy for the German to become popular in Iowa City; not quite so easy for the French.

The ancient classics began to win a more general and absorbing interest about the time of the reorganization of the faculty in 1867. The professor of ancient languages was no fossil, and it was not strange that his studies should not seem fossiliferous.

THE PRESIDENCY OF JAMES BLACK, D. D., 1868-'70.

Dr. Black came to the presidency of the university from the vice-presidency of Washington and Jefferson College, Pennsylvania. During his term the expansion of the university into professional departments began,¹ the law department being opened in 1868, and the medical a few weeks after he resigned.

THE LAW DEPARTMENT STRENGTHENS THE COLLEGIATE.

The law department was created by transferring the Iowa Law School from Des Moines, where it had been maintained three years, to Iowa City. Under the direction of Hon. William G. Hammond, LL. D., it rose rapidly in influence and in public favor. In the language of the legislative visiting committee in 1870, it "added new strength to the university by widening the sphere of its influence and usefulness and by increasing the number of its active friends." It did more than that committee mentioned, by bringing Chancellor Hammond into university circles. He was, perhaps unconsciously, a constant stimulus to literary courses and to literary pursuits. Philosophic by nature, a scholar and a constant student in belles-lettres as well as in law, his lectures in his department were made popular by his wide information and his genial appreciation of all human knowledge. The law students then admired language and history and deemed them useful in their profession. Culture studies became to them more than words and phrases. The spirit of the law department aided in making belles-lettres studies more popular among the collegiates and in creating a demand there for more language, more literature, and more history.

DR. BLACK'S CHARACTERISTICS.

Dr. Black's students remember him as an easy, colloquial speaker, who seemed to be thinking his own way around and through his subject rather than presenting sharply-defined and long-cherished opinions. He was very popular among them, for he was very affable in personal intercourse, gentle in discipline, and remembered their names, their faces, and incidents in their history with marvelous facility. It is said that he was accustomed to call their names (as given him by the registrar) in the chapel at the opening of the term, requiring each one to rise as he was called. The glance then given at each face enabled him to salute every student by name when they next met. He made constant use of that ability, and with happiest results. He addressed them by their own names, or by the names of their places of residence, and made frequent allusions to what they had said or done, or were personally hoping to do.

¹ There may be a question whether the normal department should, or should not, be called professional.

THE PRESIDENCY OF GEORGE THACHER, D. D., 1871-'77.

Dr. Thacher came to the university directly from the pulpit, was unaccustomed to semipolitical life, and unable to lead men without their consciousness of his leadership. He was in the habit of clear thought and forcible speech. His conception of the sphere of a university was set forth in his inaugural approximately as given in the following extracts from it:

Whatsoever truly enlarges and illumines the mind; whatsoever disciplines and perfects its several faculties; whatsoever enriches thought, refines the taste, or cultivates the imagination; whatsoever elevates man as a rational being and extends the area of his thoughts—all this and everything besides that may be included in the highest and broadest culture, is essential to the realization of any true and lofty conception of human well being.

Therefore, the man of culture is not satisfied with merely so much of intellectual discipline and acquisition as may be utilized for the purposes of life in its external activities and relations. Money is not his standard of value; use is not in his view the ultimate end of learning; ideas he esteems above gold; knowledge he regards as wealth of a higher quality than real estate. * * *

Culture, then, viewed as consisting of the two ingredients, mental discipline and mental enlightenment, is of the greatest value to individuals and society. * * * The plan of the American College corresponds with remarkable exactness to the idea of culture which has just been given. Its one comprehensive object is to assist the student in laying a broad and solid foundation on which he may proceed with the work of self-education in any or every direction after his connection with the college or university shall have closed. * * *

But exactly what is to be this academical course? Chiefly study, of the ancient classics, of the modern languages, of mathematics, of natural, physical, and political science, of philosophy, and English literatures; each to be adjusted to the others in such proportions that the effect of the whole curriculum shall be as nearly as possible, not a one-sided, but a symmetrical and well-balanced education. * * *

The time is fast coming when the recent loud outcry against the required study of Latin and Greek in our colleges will seem too absurd and even ludicrous over to have been sincere. * * *

In respect of scientific and other studies before named as forming parts of an undergraduate course, since there has never been a doubt expressed in regard to their propriety and necessity, no consideration of them here is required. * * *

One will not be led far astray from the truth on being told that a man has been born into the world, for he understands full well that the new comer is a man only potentially and prospectively. Ours, gentlemen, is an infant university, but still a university. * * *

Modeled in its general plan after the renowned colleges of New England, it has, like them, an academical department, the trunk of the tree on which there has been engrafted already three additional schools, living, healthy, fruit-bearing branches. * * *

I would have you believe with me that intellect is not the divinest attribute of the soul. * * * The capacity for character is a nobler property than the power of thought.

His administration was made historic by the modification of the normal department, the expansion of the collegiate curriculum, steps toward the unification of the school system, and by the Iowa discussion of Grant's Des Moines speech.

THE NORMAL DEPARTMENT.

It has been noticed already that the normal department was begun as a low-grade normal school. The times demanded such instruction at the university in 1855 and ten or twelve years later. At that time the State neither made provision for any higher normal course nor planned to do so. The interests of the university and of the public schools alike compelled the elevation of the standard in the normal as truly as in the collegiate classes. The most elementary normal teaching was omitted, and the model school, having ceased to be useful, was suspended. For a time the work of the normal department was not low enough for the lowest teachers, nor high enough for the best principals and superintendents of graded and high schools.

A popular demand arose for more elementary normal instruction and found expression in institutes and in the State Teachers' Association. The professor of the normal department was made chairman of a committee on this subject by the State Teachers' Association. His report was made to that body in August, 1869, and its essential elements were presented in the following paragraph:

Your committee would suggest as the university is at the head of the free schools, so the normal department should be the recognized head of the normal schools of the State; that there be established, also, from year to year such a number of normal schools as the wants of the State may require; that these normal schools be properly distributed throughout the State; that they all be of the same grade, each having a limited course of study and furnished with all the facilities of a training school, where teachers in large numbers may be gathered and receive preparation for teaching in the primary grades and in the common or district schools of the State. The normal department should have a more extended course of study and facilities for a more complete scientific and professional training; so that even graduates of the elementary normal schools may, if they desire, attend the university, and in the normal and other departments pursue a more extended course of reading, study, and lectures, professional and scientific, and receive a certificate or diploma corresponding to their proficiency.¹

That report was unanimously adopted by the association, but the teachers were in advance of the legislature. The plan of Prof. Fellows was presented also, in substance, to the National Normal Association, at Cleveland, in 1870, and adopted by that body. Prof. Fellows himself urged upon the board of regents and the State legislature of 1872 the importance of a prompt transference of "all elementary normal training" to separate normal schools and of "reserving only to the university the higher normal work." He urged the two following reasons for this action:

First, the university can never realize its high aims by doing such elementary work. Elementary normal training, if carried forward successfully, would require the reorganization of classes for drill in the common English branches, the reestablishment of a model or training school, and the addition of all the apparatus and appliances of such schools in other States. This for the university would be going backward rather than forward.

¹ President Thacher's Report to the Board of Regents, 1871, pp. 119, 120.

My second reason is the imperative demand there is throughout the State for elementary normal training, together with the fact that to some extent this department is a bar to the establishment of normal schools. Of the 12,000 teachers in Iowa, as near as we can ascertain, 60 per cent hold third-grade certificates and 94 per cent are without normal training. In elementary schools we have the great majority of ignorant and unskilled teachers, and from these schools the university must for some time to come receive nearly all its students. The supreme importance, therefore, not only to the State but also to the university, of having this elementary work rightly done can be scarcely appreciated.

For these and other reasons that might be given I recommend that the friends of the university join with the educators of Iowa in urging the legislature at its coming session to establish normal schools throughout the State, securing an organic connection between said normal schools and this department, and that the normal instruction hereafter given be such and such only as is appropriate to an institution of the highest grade.¹

President Thacher indorsed the plan in his report to the regents for 1869-'71.² He said:

The communication of Prof. Fellows presents a problem which will require very serious attention at your next meeting, for it involves the relations of the normal department to the University, to the establishment of normal schools in other parts of the State, and to the most vital interests of our common-school system. Whether this department shall be continued or abandoned, and if continued in what form it shall be sustained, are questions on the settlement of which the most successful working of that system may be found largely to depend. Should it be deemed expedient to adopt the views of Prof. Fellows and a plan be matured by which the members of the senior class in our academical department could pursue at their option some of the higher branches of normal study, the University might be able to send forth from year to year a supply of teachers possessed of rare qualifications for the government and instruction of our high schools and academies, already one of the most pressing educational wants of the people, and certain to become more and more pressing in proportion as the population, intelligence, and wealth of the State increase.

The change proposed was adopted and became a part of the important change in the collegiate curriculum in 1872.

The next catalogue, that of 1872-'73, contained the following announcement:³

The design of this department hereafter will be to prepare teachers for advanced schools. Hence, only those academical seniors who intend to become teachers, and special students who may be qualified to be classed with them, will be allowed to pursue normal studies.

Of the graduates of the academical department during the last ten or twelve years a majority have for a longer or a shorter time been engaged in teaching. Since nearly all of these become teachers of teachers, and thus models for primary instructors, it is of the highest importance that they have a thorough preparation for the duties of the schoolroom.

It will be seen that the normal and academical departments have in the main coalesced. The reasons are obvious. Didactics, in the higher sense, is a liberal study. It includes the philosophy of mind, the laws of mental development, and all those branches of study and methods of instruction that are employed in general

¹ President Thacher's Report to the Regents, December 20, 1871, pp. 121, 122.

² On pp. 59, 60.

³ On pp. 46, 47.

education. * * * Such teachers need primarily accurate scholarship united with liberal culture. The instruction given in language, science, mathematics, and literature meets this demand. * * *

Those who complete the course in a satisfactory manner will, on receiving the degree of A. B., or B. PH., be entitled to a certified testimonial of qualifications as teachers, and, after two years of successful teaching, may receive the degree of Bachelor of Didactics.

THE RESULTS.

It was found in 1880 "that of the principals and superintendents of schools in Iowa receiving a salary of \$1,000 and upwards, 72 per cent. received their education in colleges and universities and 5 per cent. in the normal schools."¹ Yet the number of principals and superintendents educated at the university exceeded the number from all the [other] colleges and universities in Iowa. From 1875 to 1881 there were 137 students in those advanced classes in didactics, an average of over one-half the number in the senior classes.²

It is doubtless true that no chair in the university has been so influential as that of didactics in drawing students to the collegiate classes of the institution.

CHANGE OF CURRICULUM CONTEMPLATED.

After the organization of the collegiate department in 1865 in the usual form of classes and a four years' course, annual variations in the course of study of more or less importance continued to be made. When Dr. Thacher came to the presidency the "general plan" was given in the catalogue as follows:

The full course of instruction in the academical department occupies five years.³

During the first three years all the students who intend to complete this course will, with one exception, pursue the same studies and in the same order, dividing their time equally between literary and scientific studies.

The studies of the last two years are elective, and arranged under the heads of literary and scientific, constituting two courses of equal grade.

At the close of the sophomore year each student will elect one of these courses, and during every term of his junior and senior years will be required to pursue three studies, of which two at least must be from his elected course.

The degree of bachelor of arts will be conferred on every student who completes the literary course; that of bachelor of philosophy on every one completing the scientific course.⁴

The faculty inclined increasingly, in addition to making changes in the normal work, to provide for three distinct courses and three corresponding degrees in the collegiate department. The desire for the unification of the school system was also assuming form, and it was becoming a felt necessity that the required studies for admission to the freshman class should be such as the high schools could be induced to adopt.

¹ Education, I, p. 393.

² Education, I, p. 400.

³ It commenced among subfreshman studies.

⁴ University Catalogue of 1870-'71, pp. 26, 36.

AN OBSTACLE.

The greatest change demanded in the existing curriculum seemed to be in physics and chemistry; that is, in physical science, as the chair was named. These two branches were then required of all as one continuous study through the entire subfreshman and freshman years. The scientific students were permitted to carry them forward during their junior and senior years.

The professor in charge and his two assistants were delighted with the large classes they then had, with public notice and even transatlantic commendation. They reported classes for two years, as follows: In 1871-'72, 131 subfreshmen and 61 freshmen, while during each term there were three elective classes of juniors and seniors, numbering from 1 to 4 in each. In 1872-'73 in the two lower classes there were respectively 108 and 65, and in those made up of juniors and seniors there were from 1 to 8 in each, and 16 attended lectures on molecular sciences.¹

No man ever worked harder than Prof. Henrichs, the professor of physical science. He published *The Elements of Physics* and *The Elements of Chemistry*, and used them in his own laboratory. He worked diligently also on *The Elements of Cosmos*. He issued a science journal quarterly entitled *The School Laboratory of Physical Science*. Rossiter W. Raymond, United States commissioner of mining and editor of the *Engineering and Mining Journal*, welcomed these publications "as an earnest of a better era coming" in regard to science instruction.

Of the work done in those subfreshman and freshman years the editor of the *Scientific American* says:

This strikes us as the only sensible way in which to impart instruction in science, and after it has been practiced for one generation the condition of society will be found to have vastly improved. The best interests of education demand that we should begin at the bottom of the ladder, and not at the top.²

The editor of *Nature*, the scientific journal of England, wrote as follows:

By resolution of the board of regents in 1870, the Iowa State University has finally cut loose from the old college course. Only by this resolution placing the elements of physical science at the very beginning of the course, can instruction in science become thorough. For the first time the students in physical science have been offered facilities not too inferior to those they have for ten years enjoyed in other branches of learning.³

On the other hand the majority of the faculty had found that the methods employed in teaching physics and chemistry in the university were so unlike those used elsewhere that it was with difficulty that

¹President Thacher's Report to the Board of Regents, September 1873, pp. 47-48.

²Dr. Thacher's Report to the Regents of the State University, December 20, 1871, p. 113.

³Dr. Thacher's Report to the Regents of the State University, December 20, 1871, p. 115.

university students could obtain credit in other colleges for their work in physical science, and it was with equal difficulty that they could obtain credit in Iowa City for full work done at Yale or Harvard. What was more serious, perhaps, it was almost or quite impossible to induce Iowa high school teachers to adopt university methods in their physical-science classes. They believed also that while physical science was required of all students during the two antesophomore years, an injustice was done to other classes.

THE DISCUSSION OF 1872.

When this question of change in the curriculum was brought before the regents at commencement in 1872 it was scarcely possible that Prof. Henrichs and his most devoted friends should feel anything less than a sense of personal assault. Much that did not affect the merits of the case found its way into newspaper columns. On the one side and the other bitter charges were made, born only of excited emotion and partial knowledge. Moderate differences were magnified into antagonisms and discussions common enough in all groups of men engaged in one work were called "quarrels." Sharp and personal as the discussions were outside of the faculty, its members took little visible part in them, and those newspaper writers would have been surprised by the decorum and dignity of the meetings of the faculty. The newspapers soon found other topics for their columns. The faculty and regents completed their work.

THE CURRICULUM CHANGED, 1873.

President Thacher recites the action of the board of regents in effecting the change in the course of study as follows:

The plan of study in this department, as given in my last biennial report, has been followed as strictly as circumstances would allow during the intervening two years.

The feeling, however, having arisen that that plan was susceptible of great improvement, the regents, at their meeting in June, 1872, appointed Messrs. Thacher, Adams, and McKean a committee on the programme of study. That committee, after a careful comparison of views with the academical professors, made a report at the meeting of the board in March, 1873, and recommended the programme given below, which was unanimously adopted, and will go into operation at the opening of the next university year, September 18, 1873.¹

(1) The programme of this department covers a period of six years. (2) This period includes the subfreshman course of two years and the usual college curriculum of four. (3) In this curriculum there are three courses of study recently adopted by the board of regents. (4) These courses, styled the classical, the philosophical, and the scientific are intended to be so diverse in their requirements and advantages as to offer a reasonable range of choice to meet the different wishes, necessities, or tastes of the students. (5) Every student, at the commencement of his freshman year, will be required to make an election of one of these courses, with the intention of pursuing it until graduation, or so long as he may be a member of this department.¹

¹ President Thacher's Report to the Board of Regents, September 15, 1873, p. 16.

THE COURSE IN CIVIL ENGINEERING, 1873-'78.

One of the first official notices of university study in civil engineering is given by President Thacher in his report to the regents in 1873, as follows:

(1) The course in civil engineering, now first established, occupies four years. (2) The terms of admission are the same as those prescribed for the other courses. (3) Instruction in this course will be given throughout by the academical professors and their assistants. (4) The studies of the first two years are identical with those of the freshman and sophomore years of the scientific course. (6) The degree of civil engineer will be conferred on those who complete the course. (7) Those who prefer it will be permitted to take a selection of such studies as are strictly in the line of civil engineering, and on leaving the institution will receive a certificate of proficiency signed by their instructors and the president.¹

President Thacher was inclined to regard civil engineering as constituting a separate department, rather than as a chair in the collegiate department, inasmuch as one of these is for general culture, and the other for special and professional.²

To regard it as a department separate from the academical never seemed quite easy, and even in the last catalogue which Dr. Thacher prepared he classified the collegiate courses as classical, philosophical, and scientific, but catalogued engineering students as collegiate.

Since 1878 engineering has been accounted as a collegiate and special scientific course, and not as a department.

Some have thought that the president was caught nodding a little later, when the statement slipped into the catalogue of 1876-'77 that an effort was made "to make the course [in engineering] as comprehensive as possible, and sufficiently flexible, also, to meet the demands of most students seeking a liberal rather than a special education."

THE UNIFICATION OF THE SCHOOL SYSTEM.

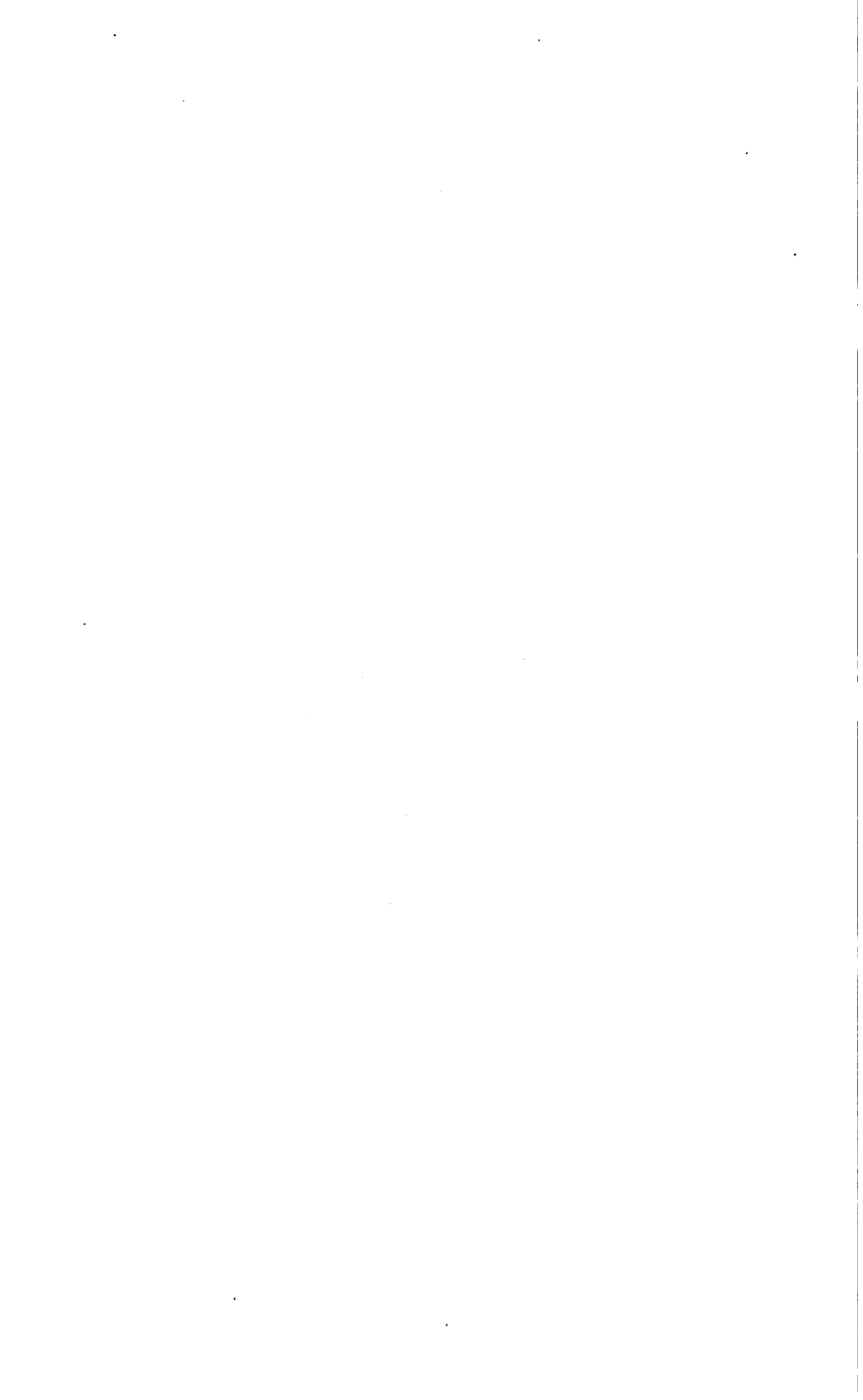
Iowa has never prescribed the highest limit to which the common or high school system may be carried. School districts have been permitted to determine, year by year, what additional branches shall be taught in their schools. Schools, and even high schools, so called, then differed greatly in the character and in the extent of their courses of study. In one school mathematical studies had been emphasized, in another the sciences, in a third the languages. Nevertheless the law required the university "so far as practicable," to "begin the courses of study in its collegiate and scientific departments at the points where the same are completed in the high schools." Without the saving clause, "so far as practicable," the thing required was utterly impracticable. Something must be done to bridge over that irregular chasm. The first who ought to be reached by the university were, manifestly, high school officers. Their teachers and superintendents could be approached best in the State Teachers' Association.

¹ President Thacher's Report, 1873, pp. 30-31.

² President Thacher's Report, October 1, 1875, p. 21.



STATE UNIVERSITY OF IOWA—BIOLOGICAL LABORATORY.



FIRST STEP TOWARDS UNIFICATION, 1872.

It was important that a distinct recognition of the unity of "the public-school system, including the common schools, grammar school, high school, and State university," as assumed in legislation, should precede all effort to effect practical unification. Accordingly, in 1872, the president of the association, Prof. S. N. Fellows, devoted his inaugural to the discussion of public and private schools, their work and their relations. It was an able defense of denominational academies and colleges and certainly no less able in defense of high schools and State universities.

That address was referred to a committee. Its fundamental positions were reaffirmed in their report and adopted unanimously. Their most important resolutions (written by another university professor) were as follows:

Resolved, That the noble purpose which planted denominational colleges in this country, the heroic self-denials that have continued and improved them, and their grand influence in the promotion of the intelligence and virtue of the American people command our confidence, our gratitude, and our heartiest good will.

Resolved, That the munificence of the Federal and State Governments in the creation and support of State universities has been timely and wise, that the growth and influence of these institutions have been most gratifying, and that we welcome them as the crown and glory of our public-school system.

Resolved, That in the opponent of this American school system, or any part of it, we recognize the undisguised foe or ill-informed friend of liberty and progress.¹

THE REGENTS ADMIT GRADUATES OF HIGH SCHOOLS IN 1873.

President Thacher reports the first action of the regents concerning the admission of high-school graduates to the university as follows:

The board of regents, at their meeting in June, authorized the faculty to receive without examination all applicants for admission bringing certificates of qualification from those high schools and academies in which the required course of study embraces the branches named in our catalogue as preparatory for the subfreshman course: *Provided*, The instruction in said schools and academies be known to be of such a character as to justify this arrangement.

This plan is in entire agreement with the action of our State Teachers' Association, in Davenport in 1872, indorsing the university as the head of our public-school system, and will go far toward realizing that idea by establishing an actual connection between the university and the schools.

This proposition of the regents has met with a cordial response from a considerable number of the principals of our schools and is expected to become a permanent feature of the economy of the university.²

THE STATE TEACHERS' ASSOCIATION TAKES ANOTHER STEP, 1874.

The State Teachers' Association in 1874 took the following action as a direct step toward practical unification:

Whereas public high schools have been established and are vigorously maintained in the principal cities and towns of the State as a natural local head of the free-school system and constitute an essential link in it: Therefore,

¹ University Reporter, Vol. v, p. 4.

² President Thacher's Report to the Regents, September 15, 1873, pp. 17-188.

Resolved, That high schools should be encouraged to take the rank of academies and seminaries in the preparation of students for the ordinary duties of life and in fitting them for the university;

Resolved, That we recognize the recent action of the officers of the university as an important movement in this direction;

Resolved, That a committee consisting of Rev. George Thacher and Messrs. W. W. Jameson of Keokuk, W. E. Crosby of Davenport, J. H. Thompson of Des Moines, A. Armstrong of Council Bluffs, W. H. Beach of Dubuque, and C. P. Rogers of Marshalltown be appointed to devise and recommend the best means for a speedy and complete unification of our school system and to report at our next annual meeting.¹

HIGH SCHOOLS NO SUBSTITUTE FOR THE UNIVERSITY PREPARATORY DEPARTMENT IN 1875.

After the appointment of the committee on unification by the Teachers' Association and before they made their report, Dr. Thacher had occasion to report to the University regents as to the wisdom of transferring the work of the preparatory department to the high schools. On this point, he said:

The argument [that the preparatory department interferes with the public schools] is this: The university, by affording facilities for the study of elementary English, Latin, German, algebra, geometry, and history, uses its great influence, as a leading educational institution of the State to entice to its own preparatory department those who would otherwise pursue these studies at the high schools. In this way great injury is done to the schools through the loss of many of their best pupils, whose attendance and proficiency in study for two or three years would give character to the school and reputation to the instructors, and create a powerful stimulus for the fostering of these local institutions in every part of the State. Thus the university is said to exert a discouraging and repressive influence on the schools.

In answer to all this it is sufficient to say: First, that there are probably not more than forty schools in the whole State whose grade of instruction entitles them to be ranked as superior to the ordinary primary and grammar schools. The unhappy results of the influence of the university on the interests of education must be limited, therefore, to the counties in which these schools are located, for the remaining sixty counties have no schools of which our preparatory course can be deemed a rival.

But the case is much stronger than this, for, secondly, of these forty high schools only fifteen have means of fitting their pupils for our freshman class. The report of the State superintendent for 1874 contains carefully prepared statistics on this point and shows that of all the graded schools within the borders of Iowa there is only this small number in which Latin and German are taught, two studies without which no one can become a member of either of our collegiate courses, except with very great difficulty to the student and great inconvenience to his instructors, on account of the absolute necessity of devoting his time after his admission to the work which he should have done before. * * *

In truth, only a very few find their way from these high schools to our preparatory classes. During the last two years, out of our hundreds of subfreshmen, only 10 came from these few highly favored portions of the State. The students that come to us from them nearly always enter the freshman or some higher collegiate class.

It is worthy of remark that of the 86 freshmen 69 were promoted from the sub-freshman class and every one of the other 17 was obliged to pursue some subfreshman studies during his collegiate course in order to make up previous deficiencies

¹ Common School, ii, p. 4.

and from a careful examination of the matter it is believed that the same is substantially true every year.¹

If this is true, it would seem to be nearly self-evident that with no preparatory classes we could have no college, because up to this time the latter has grown from the former as a tree from its roots. If the root be destroyed what will become of the tree? If we cut off from the university the year or two of preparatory work which furnishes more than seven-eighths of our collegiate students, how long will the college exist or be worth sustaining?

UNIFICATION SEEMED IMPOSSIBLE IN 1875.

President Thacher's committee (appointed in 1874) could not have been more wisely located or more carefully chosen by the State Teachers' Association. Their investigations resulted in a very elaborate report in 1875, but a very discouraging one. They found "scarcely a trace of anything worthy to be called a system." The schools had "no uniform standard of study, no two of them, perhaps, being alike." They said, also:

It is true that of all the high schools in the State there are only fifteen which make any pretense of teaching the studies requisite for admission to the University freshman class, and there is no evidence that even those few give sufficient attention to them to enable the pupils to make adequate preparation for that class. It is also true that the university can not make Greek a prerequisite to college, because that language is not allowed in most schools to be taught at all.

Then, too, the atmosphere of high schools, "the habit of feeling that is fostered in them," was said to be "one of indifference or of virtual opposition to colleges," even though the superintendent should be friendly. One gentleman (probably one of the committee) had taught a classical school and sent out classes from it to college annually for five years, and then passed into the high school of the same city, and, from its four years' course, had been able to send only 1 student to college in eight years, only 1 from 16 graduates.

They thought, also, that there were not as many students, on an average, as one to a county who were sufficiently anxious to pursue a college course to undertake a preparation for it "without being urged to do so."

In conclusion, they said:

Just as soon as, by the continual agitation of the subject and the multiplication of worthy college graduates and other possible agencies, there should come to be a genuine and prominent demand for other facilities of preparation for college than those now in existence they will be furnished. The law of supply and demand will hold in this matter as well as any other. But we do not believe they can be forced, or that, if forced, they will prove otherwise than a failure. Time only can remedy the present evil. And in view of what has been said, we are compelled to conclude by affirming the impossibility of devising the means of a speedy and complete unification of our school system.³

¹About 40 per cent of the University freshmen are still obliged to make up some deficiencies either in a local school, or under the direction of some of the University teachers.

²President Thacher's Report to the Regents, September 15, 1875, pp. 6-8.

³Common School, III, pp. 29, 30.

That conclusion was unsatisfactory to many in the university and to many in the high schools. They believed that the demand for preparatory training could be intensified and that the supply could be hastened. The subject was accordingly continued and placed in the hands of a new committee, consisting of L. F. Parker, Iowa City; S. J. Buck, Grinnell; C. W. von Coelln, Waterloo; J. H. Thompson, Des Moines; and J. E. McKee, Washington. On that committee there was one representative from the university, one from the denominational colleges, one from the academies, and two from the high schools.

THE REPORT OF 1876 MORE OPTIMISTIC.

The report was made by the representative of the university, of the colleges, and one from the high schools, the one last mentioned being then the superintendent of public instruction.¹ It was unanimous. It recognized the theoretical school system and the practical lack of system from the general failure of high schools to connect with anything above themselves. It acknowledged that absolute uniformity of studies in the high schools was probably unattainable, and even affirmed that it would be undesirable.

The following extracts present the vital part of the subject:

We are now to treat of them [high schools], especially as links between primary and collegiate education—that is, to treat them as they were intended to be made in our legal system. The real problem now is, what can be done to increase their efficiency as preparatory schools without sacrificing local interests, or, if possible, how can this be done while enhancing those interests.

It is obvious that some genuine high schools ought not to be carried along to freshman work, while others in the larger cities should go, as they do, up among college studies. The former, then, should not aim to become links between the primary school and a full college course, yet even they may sometimes make close connections with the last subfreshman (or senior preparatory) year, and we believe some of the more advanced high schools may profitably prepare pupils for college, and that, too, without introducing a single additional study. The State University is peculiar in placing about two years of German among its prerequisites for freshman standing, and deferring Greek to the freshman year, while other collegiate institutions in Iowa require some two years of preparatory Greek. Those two high schools, then, which provide for about two years of Greek and a little more than that of Latin have all in their courses that is necessary to fit students for the denominational colleges of the State, and the other four that have some Greek need only to add a few terms in that single study to attain the same honorable position. The twenty schools in which two years or more of Latin and German are already taught can easily become fitting schools for the freshman class of the State University by a little adjustment of the studies now taught in them, and a similar change would adapt several others to the wants of the last subfreshman class, while those with still less of language can prepare for the scientific courses. * * *

¹It may be noteworthy that those three committeemen, some dozen years before, constituted the acting faculty of Iowa College. This and similar action (and particularly as to unification) illustrates the harmony which has been characteristic of the educational history of Iowa. Colleges were and are profoundly interested in all these acts and topics.

The only practical difficulty in the way of this adjustment will probably be with the linguistic studies. * * * If the studies should be so arranged that Latin and Greek or Latin and German can be carried forward simultaneously, the third and fourth studies can be supplied by algebra and geometry, by the natural sciences and history, and then the student will be in the way of direct preparation for the collegiate course. This will probably necessitate occasional permission to these prospective collegians to take studies from different years of the course as arranged, and no change whatever beyond this. An irregularity so slight scarcely deserves mention in connection with advantages so important.

Where the high school course embraces many studies more than those which are strictly preparatory for college, we would recommend that those who propose to graduate from the high school into college should do so usually as soon as the strictly preparatory studies are completed, and be granted a special diploma without completing the entire local course.

We now recommit this subject to you, and commend it especially to your individual action, for upon your action as individuals, rather than as members of this association, will actual unification depend. No question takes precedence of this one of secondary education in the minds of American teachers; none is more vital to the high schools themselves, to the colleges above them, or, indeed, to the very safety of our mighty and motley nation. We commend it to your individual action, and also to the immediate consideration of the association of principals and city superintendents, for they are most directly and professionally concerned.

A VARYING UNIFICATION EFFECTED.

Superintendents and principals continued to discuss the subject of unification at their meetings, and to agitate for preparatory studies in their school districts.

No high school courses were created primarily to connect the lower with the higher education, yet many were modified for that purpose. In some college towns they were affected by the preparatory course of the local college. College and university conditions of admission were materially influenced by high school possibilities.

It may be said with much reason that unification was effected some dozen years ago and during the presidency of Dr. Pickard, although few if any high school courses even yet include all, and only all the studies required for the freshman class of any college, or of the State university.

PRESIDENT GRANT'S SPEECH AT DES MOINES IN 1875.

It is rare that a speech by a President of the United States before a military organization sustains such relations to education as to deserve a notice in the educational history of a State, and still more rare that it can be introduced with propriety into the history of an institution. Nevertheless, the speech of a soldier at an annual gathering of soldiers in Iowa in 1875 so touched, or seemed to touch, the most sensitive part of the university question of the hour as to become an important element in the history of the State University.

President Grant's speech at Des Moines, September 29, 1875, was a surprise. He addressed ex-soldiers, his former comrades in the Society

of the Army of the Tennessee, at their reunion, and on an educational rather than a military topic. It was probably the longest speech of his life, and was read unimpressively from a penciled manuscript. It opposed State aid to any sectarian school, and earnestly advocated free schools. One sentence in that speech, as it reached the general public in newspapers, magazines, and bound volumes, was as follows:

Resolve that neither the State or nation, nor both combined, shall support institutions of learning other than those sufficient to afford every child growing up in the land the opportunity of a good common-school education, unmixed with sectarian, pagan, or atheistic tenets.

To Iowa that sentence was the most surprising one in the speech and the strangest fact about it.

A STORM CENTER.

An Iowa writer had occasion just then to oppose a declaration that "the State is to take control of all the educational forces." In doing so he used the following language in alluding to that Des Moines speech:

That he [Gen. Grant] should declare against it [State absolutism in the higher education] at all, and on such an occasion, shows that the pushing of theories has made itself felt among very untheoretical men, and that a notable "turning of the tide" is at hand.

Gen. Grant says: "Neither State or nation, nor both combined, shall support institutions of learning other than common schools." This is the short of it. Which position has the American people hitherto favored? Which will it take now? The issue is a broad and distinct one, not to be blurred or blended with indefinite notions or winked out of sight. It has been making up for some time, as all men might have seen.

Gen. Grant thinks he sees that popular education must unload the upper tiers of institutions which have been piled upon it of late years, in order to save common schools from Catholic assaults.¹

A professor in the State University made the foregoing extracts the basis of a paper read before the State Association at its next meeting, December 30, 1875. That paper was widely noticed and reproduced.

Dr. Thacher caused it to be republished for use in the State legislature. A somewhat sharp and widespread discussion of the paper and of the right of the State to sustain institutions of learning above common schools followed. Occasional articles have been written in Iowa, and now and then an address made on the right of the State to sustain higher education, but no other discussion of that theme has been so extensive as that which originated from Gen. Grant's speech.

THE STORMY ELEMENT AN INTERPOLATION.

Soon after the delivery of that speech there was a very quiet hint in the air (and of unknown origin) that Gen. Grant did not write it, or that a forgery had been perpetrated somewhere in the suspected sentence. But it was well known that several reporters were present when the speech was delivered, and that all reports which attracted public

¹ The Advance, October 21, 1875.

attention contained the identical words just quoted. Then, too, the President remained in Des Moines until after his speech was printed, and it was said he probably saw it in type, and never uttered a word of objection to the report.

In the paper read before the State Teachers' Association the writer said:

Without considering the report that that speech was fashioned in Des Moines or that an un-presidential hand introduced a few words into it which the speaker did not notice and would not approve, the speech itself does not seem to sustain these extreme and positive declarations. Only a single sentence in all the speech can by any possibility be tortured into opposition to all education by the State except that in common schools, and that one is sandwiched into an argument against sectarian education and made a part of it. It was this sectarian education, and this only, as we believe, at which he aimed all his blows. However, it must be conceded that no man competent to weigh words fairly, and resolved to state his convictions honestly, could affirm that the intention of the speaker in the use of the words in question is absolutely unquestionable. If he intended all the hostility to higher education by the State which his words could mean, they are curiously out of place; if he did not they are certainly infelicitous.

It was well known that Gen. Grant had been no life-long student of words. He might have been unfortunate in speech, and possibly somewhat confused in thought. He himself certainly knew, substantially, what he intended to say. By request, the governor of the State asked the President to state exactly what he did say, what he desired to express. His reply was as follows:

What I said at Des Moines was hastily noted down in pencil and may have expressed my views imperfectly. I have not the manuscript before me, as I gave it to the secretary of the society. My idea of what I said is this: "Resolve that the State or nation, or both combined, shall furnish to every child growing up in the land, the means of acquiring a good common-school education," etc.

Such is my idea and such I intended to have said. I feel no hostility to free education going as high as the State or National Government feels able to provide—protecting, however, every child in the privilege of a common-school education before public means are appropriated to a higher education for the few.

Yours truly,

U. S. GRANT.¹

This might seem conclusive and to preclude the necessity for further inquiry, but the address seemed to be a semi-state paper, and all possible doubt concerning it should be removed. President Grant's thought was unquestionable, but there remained a possible question as to what he wrote. An investigation followed, and resulted in showing that he wrote as he intended to write. The proof of this was found in order as follows:

(a) In the printed report of the address as published by the secretary of the Society of the Army of the Tennessee, Gen. L. M. Dayton, of Cincinnati, and put in type directly from the President's manuscript.

(b) In the written report to the present writer by Hon. W. Flint, of New York, who examined the manuscript at the White House, March 6, 1876, after it was forwarded to Washington by Gen. Dayton.

¹ L. F. Parker's *Higher Education by the State*, pp. 28, 29.

(c) In the photograph of Gen. Grant's manuscript as taken under the supervision of Gen. W. W. Belknap in 1876, who was then a member of the President's Cabinet.

The original manuscript can not now be found, but the following is a facsimile of the President's pencillings as nearly as they can be reproduced from Gen. Belknap's photograph, which was somewhat smaller than the original:

The presentation of the facts already given may be ample for educational history; nevertheless, in the interest of history in general, an explanation of the origin of the error and of the method of its dissemination is, perhaps, demanded.

One of the Des Moines reporters of the preceding speech is confident that his report of it as published in a Des Moines paper was accurate, and as given in the preceding facsimile, for he copied it from Gen. Grant's manuscript. It is remarkable, however, that no number of that paper containing that report is now discoverable in any public or private collection. The misleading report originated as follows: (1) One reporter copied Grant's manuscript. (2) His copy was put in type and struck off in slips. (3) All telegrams were made from those slips.

That perversion was made very easily,¹ whether done accidentally or intentionally, whether by the copyist or the compositor, and was then scattered over the world just as easily.

Its acceptance as truth is even yet nearly universal. It is reproduced almost invariably in every reprint of that speech, and will continue to be by those who depend on the magazines and the annuals of 1875 for the facts concerning it. Nevertheless, it is beginning to be ranked with "frauds of the most surprising character," with such forgeries as those of Napoleon and with the American roorback of 1844.²

GRISWOLD COLLEGE PROPOSES TO AFFILIATE WITH THE UNIVERSITY.

Distrust of the educational character and moral influence of the State University, if it existed, would be likely to appear most noticeably in the region of Iowa colleges. During Dr. Thacher's administration there were two remarkable incidents indicative of the opposite feeling. For a time Central University did not attempt to graduate its students, but advised them to take their degree at the State University, and in March, 1877, Griswold College proposed to unite with it in close affiliation.

The memorial on this subject from the executive committee of the board of trustees of Griswold College was presented by Bishop W. S. Perry, and contained the following resolutions adopted by that board:

Resolved, That the executive committee be authorized and instructed to memorialize the board of regents of the University of the State of Iowa to take such

¹ It was effected by the introduction of two "n's" and the three words "other than those."

² See Prof. Hammond's Lieber's Hermeneutics, p. 74.

Comrades

It always affords me
much gratification to meet
my old comrades in arms
of 10-14 years ago, and to live
over again the trials and hard-
ships of those days, ^{hardships} in the
^{imposed} for the
promotion & perpetuation
of our free ^{institutions} ~~government~~. We
believed then, and believe now
that we had a government
worth fighting for, and if
need be dying for. How many

of our comrades of those
days paid the latter price
for our preserved Union.
Let their ~~sacrifices~~ ^{business & sacrifice}
be ever green in our memory.

Let not the results of
their sacrifices be destroyed.

The Union & free institu-
tions for which they fell
should be held more
dear for their sacrifices.

We will not deny to
any of those who fought
against us any privilege
under the government
which we claim for

embrace. On the contrary,
we welcome all of ^{such} them
who come forward in
good faith to help build
up the waste places, and
support our institutions
against all enemies as
brothers in full interest

with us in a common
struggle. ^{But we are not} It is to be hoped
that ^{we are not} later trials will never
befall our country. In this

struggle no class of
people can more heartily
join than the soldier

who submitted to the
dangers, trials & hardships
of the Camp & the battle
field, on which ever side
he may have ~~been found~~^{fought}
No class of people are
more interested in guarding
against a recurrence of
those days. Let us then
begin by guarding against
every ~~stronger~~ enemy threatening
the perpetuity of free
Republican institutions &
do not bring into this

Assemblage politics, certainly not partizan politics but it is a fair subject for the deliberation of soldiers to consider what may be necessary to secure the prize for which they battled. In a Republic like ours where the Citizen is the sovereign and the official the servant, where no power is exercised except by the will of the people it is important that the sovereign - The people - should possess intelligence

The free school is the promotor
of that intelligence which is
to preserve us, ^{as to our Nation} If we are to
have another contest in
the near future of our
^{national} existence I predict that
the dividing line ^{will} ~~is not~~
^{to} ~~not~~ be Mason & Slavery
but between ^{Patriotism &} intelligence on
the one side & Superstition,
Ambition & ignorance on the
other. Now in this Centennial
year ^{of our National existence}, I believe it a good time
to begin the work of ^{strengthening} ~~preparing~~
the ^{foundation of the house} ~~house~~ to stand which ^{commenced} ~~erected~~
^{has} ~~was~~ by our patriotic forefathers born

~~Assessment~~ ~~to~~ ~~be~~ ~~made~~, one
hundred years ago at
Concord & Lexington Let-
us all labor to add all
needful guarantees for the
more perfect security of Free
Thought, Free Speech, a Free
Press, Pure Morals Unfettered
Religious Sentiment. and of
Equal Right & Privileges to
all men irrespective of
~~sex~~ Nationality. Color or
Religion. Encourage free
schools and resolve that not
one dollar of money ap-
propriated to their support

no matter how raised, shall
be appropriated to the sup-
port of any sectarian school
Resolve that within the state
or Nation or both Combined
shall support institutions
of learning, ^{sufficient to} ~~that will~~ afford
to every child growing up
in the ~~land~~ ^{land} the opportuni-
ty of a good common
school education, unmixed
with sectarian, pagan or
atheistical taints. Leave
the matter of religion to
the family with the church
& the private school supported

§

entirely by private contribution
Keep the Church and state
~~separate~~ forever separate,
With these safeguards I believe
the battles which create us "the
Army of the Tennessee" will
not have been fought in
vain

action after mutual conference and agreement with the said executive committee, the said action to be finally approved by this board, whereby, on the graduation of students in arts and science in Griswold College, the degree of A. B. or B. S. shall be conferred on the terms established by the university professors, and only after examination, written or oral, conducted by, or in accordance with the instructions of, the said university faculty, empowered to confer the said degrees; it being understood and stipulated that the said degrees, when thus conferred, shall be given by the university over and above their bestowal by Griswold College.

Resolved, That in this effort to secure affiliation with the University of the State, the Board of Trustees of Griswold College pledge themselves, on reopening the college committed to their charge, to provide such a course of instruction, and to give evidence of such sympathy with the highest education, as to render this affiliation a proof of the interest of the said trustees and the church they represent, in the advance of education and culture throughout the State, to their highest possible development.

Among the arguments for the arrangement proposed, Bishop Perry presented the following considerations:

The existence within the State of eighteen so-called universities or colleges, largely denominational in their origin and constituency, with varying standards of scholarship, and each and all alike possessing the degree-giving power, can not but render all efforts for the establishment of a uniform and high standard of educational attainment as contemplated by the university practically inoperative. Too often the degree will be sought where it can most readily be obtained. The exaction of a high standard of attainment, as a prerequisite to graduation by the university, can and will at present affect only those who from love of study and free from the influence of denominational prejudice personally attend the university and avail themselves of its superior privileges. Could the university be multiplied and its advantages be offered at each of the many educational centers now existing within the State, it would certainly be productive of far greater good than is now possible. Is it not practicable to secure such a result? * * * The fact of the existence of these scattered and often rival educational institutions being admitted, the question for our American educators seems to be: Can there be attained by their united and uniform efforts the grand result which the State University is felt and known to have in view? Can steps be taken whereby a degree from each and every college in Iowa shall represent a certain and well-defined amount of attainment in learning and letters, and the standard of the State University be thus maintained throughout the State?

Your memorialists respectfully submit that they believe this result to be both possible and eminently desirable. With a view to bring about this result they respectfully propose in the reopening of the college under their charge, which will take place the present year, to surrender the exercise of their power of granting the degrees of B. A. and B. S., *i. e.*, the graduating degrees, save on terms to be determined by the faculty of the State University, and after examinations, conducted either by representatives of the said faculty of the State University in person, or in such strict accordance with their requirements as to meet fully and without any reservation the prerequisite standard of the university. And they ask of the regents that upon the students of Griswold College who shall, after examinations conducted as aforesaid, fulfil these requirements, as prescribed by the faculty of the university, for graduation either in arts or science, there shall be given by the authorities of the university the degree to which they have proved themselves entitled. To effect this result, as will be seen at a glance, a course of study and a standard of instruction must be maintained at Griswold College equivalent to that offered at the university. Practically, therefore, it will be the addition to the State University, and in closest affiliation with it, of a well officered and thoroughly efficient coworker in the educational field.

The board of regents placed the proposition in the hands of a committee of conference, but no union was effected. It remains in history, however, as a very significant vote of confidence.

PROF. THACHER RESIGNS.

Dr. Thacher was long the victim of the brain disease which terminated his life, though for several years unaware of it. Its existence was too manifest in 1877 to be longer ignored. He resigned at commencement of that year.

Within an undemonstrative exterior he carried a strong brain and a great heart. Conservative by nature, he was a progressive in fact, high minded, with a generous spirit, most obvious to those in closest relations. He was never overappreciated, even by those most deeply indebted to him for intellectual guidance or moral aid.

HON. CHRISTIAN W. SLAGLE'S PRESIDENCY, PRO TEM, 1877-78.

Hon. C. W. Slagle accepted the presidency reluctantly and only for a single year. His report to the board of regents in 1877 was of special historical value.

At that time there were nine professors in the collegiate department, beside the professor of military science and six instructors. The students represented sixty-six counties of the State and eight States of the Union. They were from thirteen colleges and an unusual number of them from high schools and academies who entered advanced classes. Their expressed religious preferences were Episcopalian, 16; Christian, 23; Congregational, 75; Catholic, 9; Lutheran, 2; Baptist, 30; Universalist, 5; Presbyterian, 60; Unitarian, 1; Methodist, 75; United Brethren, 1; United Presbyterian, 5.

The discussion of local coeducation by President Slagle in that report has never been equaled in fullness or in value. After enumerating the wants of the university, and after emphasizing the needs of the chairs of natural and physical science and the engineering department, he added:

There is here no disparagement intended of the great value of the work of other chairs in the university, nor is there intended even the institution of a comparison as to the value of the several chairs. The horizon of culture is as boundless as the attributes of the soul, and it is a narrow view to take of education that there is any field exclusively its own.

THE FIRST ENDOWMENT BY THE STATE, 1878.

The first act of the general assembly granting an endowment for the university was passed in 1878. It was very largely the result of President Slagle's efforts and of his great popularity. The vote was significant, although the annual sum appropriated—\$20,000—may seem small.

MR. SLAGLE'S SERVICE TO THE UNIVERSITY.

Mr. Slagle was a member and the secretary of the board of directors of the Fairfield branch of the university, 1849 to 1853, and then a trustee (or regent) of the university at Iowa City, 1866 to 1882. No man¹ ever served the institution in such a variety of relations for so long a time or with such unvarying grace, wisdom, and integrity as Mr. Slagle; no one ever left the board of regents with such universal regret, and with such good reason for that regret, as he did. The applause with which students welcomed him to the chapel ever after his acting presidency was significant of more than esteem.

PRESIDENT JOSIAH L. PICKARD'S ADMINISTRATION, 1878-'87.

Dr. Pickard came to the university with a life of fifty-four years of learning and teaching behind him. He had spent thirteen years at the head of Platteville Academy, in Wisconsin, four in the State superintendency of Wisconsin, and thirteen years in charge of Chicago public schools. His many-sided educational experience was especially valuable to the university.

THE PREPARATORY DEPARTMENT DROPPED.

The university had been studying to make its preparatory requirements such as the high schools could adopt with advantage, and the high schools had been inclined more and more to conform their courses to each other and to adapt them to college and university work. The number of students prepared in high schools for all university courses was increasing. The pressure outside the university, and the inclination within it, to dispense with the preparatory department grew steadily until they culminated in the requirement of the general assembly to abandon it in 1879. The regents accordingly dropped the lowest subfreshman class in June, 1878, and the highest disappeared the next year.

PRESIDENT PICKARD AMONG THE HIGH SCHOOLS.

The theory of unification was prevalent; it had been accomplished in some high schools. Dr. Pickard's knowledge of the minutiae of high school needs and adaptations and his gentlemanly bearing was all that was needed in university circles to complete practical unification as rapidly as was reasonable.

COLLEGIATE COURSES.

Before 1872 50 had been graduated from the collegiate department; of these 10 had taken the B. S. degree; 15 the B. PH., and 26 the A. B., 1 having taken two degrees. In 1872 19 graduated, 6 taking B. PH. and 13 A. B. The degree of B. S. was probably in no higher repute among the

¹ Unless it should be Hon. L. W. Ross.

university teachers of science than among the students, for it seemed to them to be conferred at some institutions for very inferior attainments. The B. PH. course in the university was as near to the scientific of today as to any other. It was certainly taken by some of the most enthusiastic students of science in general, and even of physical science in particular.¹

During the five years after the change in the curriculum in 1873, the professor of physical science issued schedules to the scientific students. He was himself somewhat discouraged about the scientific course and some even felt dissuaded from taking it when they consulted him. The classification of students in 1874-'75 was as follows:

	Clas- sical.	Philo- sophical.	Scien- tific.	Engi- neering.
Freshmen.....	16	15	1	8
Sophomores.....	21	12	4	.....
Juniors.....	20	12	.....	4
Seniors.....	23	6	4	.....

The catalogue of 1876-'77 gives the following:

	Clas- sical.	Philo- sophical.	Scien- tific.	Engi- neering.	Irregu- lar.
Freshmen.....	29	22	2	9	2
Sophomores.....	15	13	1	2	5
Juniors.....	16	11	.....	3	.....
Seniors.....	15	6	4	.....	.....

THE SCHOOL OF LETTERS AND THE SCHOOL OF SCIENCE.

The regents had secured the largest possible appropriation from the legislature for scientific instruction, and had been liberal in their allowances for scientific chairs. Nevertheless, students continued to take scientific studies without choosing scientific courses or scientific degrees. There was a desire that more should become scientific in course as truly as in fact. Accordingly, Dr. Pickard secured the division of the general collegiate faculty into two subfaculties. The professors whose studies were most distinctly classical or philosophical were grouped together as the faculty of the school of letters, and those most interested in scientific or engineering studies were organized as the faculty of the school of science. These schools were to have charge of the immediate interests of the courses, of the classes, and of the students which they represented most directly, while the general interests of the department remained in the care of the general faculty. This organization made no change in the instruction or in the independence of the various chairs, and the schools made no very important change in the requirements of the different courses for graduation.

¹Frank E. Nipher, professor of physical science in Washington University, St. Louis, and Frank Springer, esq., of Las Vegas, N. Mex., were of this group.

The students, however, still came with marked preferences for a classical or a philosophical degree, nevertheless their preparation had fitted them, usually, more fully for the scientific courses than for the literary. By the consideration of this fact some were probably induced to seek a scientific degree. An approximate equalization in numbers in the two schools was the result. These schools were maintained from 1878 to 1885, when the general faculty, at the request of the scientific subfaculty, asked the regents to discontinue them.

The enrollment in these schools had been as follows:

	1878-'79.	1879-'80.	1880-'81.	1881-'82.	1882-'83.	1883-'84.
School of letters.....	189	197	164	169	167	184
School of science.....	32	49	54	73	105	82

THE NATURAL SCIENCE BUILDING, 1884-'85.

The board of regents, in a plea to the legislature in 1883, said: "The growth of the university in the direction of study in science is marked. In five years the number has trebled." "Students of letters have not at all decreased." They then asked for two new science buildings. The legislature responded by giving them means for one, *i. e.*, \$50,000. That building was devoted to natural science, including the museum.

THE ERA OF DOUBT, 1885-'87.

The management of the university during its first thirty years was remarkably free from general criticism. The years 1885-'87 were as remarkable, perhaps, for the rise and diffusion of doubt.

(1) A deficit of \$20,000 was discovered which baffled the skill of the most expert accountants. It was the Iowa *pons asinorum* for book-keepers. The treasurer had vouchers for every dollar he had paid out, and yet the deficit remained.

(2) An undignified report (which would have done little discredit to a professional wag) was written by that committee of the board of regents which should have been most representative of its dignity, candor, and learning; that is, by the committee on teachers and teaching. It alluded, for example, to elocution as the thing called "orating," and to "the belated people who study Greek." That report reached the press and was commented on very severely from Boston to San Francisco. It was accepted in many cases as indicating an inability or an indisposition to take a broad and scholarly view of grave university interests. That unfortunate paper, though probably written in a free and easy way to relieve the tedium of the long sessions of the board, and with no expectation that it would be read by anyone else, will scarcely be duplicated.

(3) A very radical change¹ in the personnel of the collegiate faculty was then made in part, possibly, by voluntary resignations; in the main, probably, by removals or by resignations on invitation by the regents.

The reasons for the three removals in 1887, which excited most discussion, as given by members of the board, were "lack of harmony," "incompetence," "political activity," the desire to give the new president the privilege of selecting "new men," and "could do better." Unfortunately, the first reason could by no possibility apply to those removals, as was attested by Dr. Pickard before the investigating committee. As to incompetency, the president had assured the board of regents in August, 1885, that the professors were a "thoroughly qualified body of men and women, the peers of those in any institution of similar character,"² and the regents had reported in January, 1886, that their instructors were "the peers of any found in other institutions."³ Then, too, the collegiate alumni, by a vote of 145 to 8, remonstrated against those three removals, while the undergraduates united in similar action unanimously as to one professor, and with only three dissentients as to the other two.⁴

An investigation of the affairs of the university was ordered by the legislature the next year, and it took a wide range, including the deficiency, the erection of buildings, the cost of lobbying, and the management of the medical and dental departments as well as that of the collegiate. They found the deficiency "unexplained and apparently unexplainable;"⁵ that some buildings were remarkably well and others very poorly built,⁶ and that the \$1,500 of university funds spent for lobbying to secure the preceding appropriation was an uncommonly large amount for unusual services in an exceptional emergency.⁷ They decided that far the greater part of the charges against the medical department showed "either an unpardonable ignorance or a criminal recklessness in making grave charges without a particle of truth to sustain them."⁸ The dental department was more unfortunate, and they pronounced its management "most execrable."⁹

¹ In February, 1889, Dr. Pickard wrote of these changes: "Numerous changes have taken place within the past two or three years in some of the special faculties. This is quite noticeable, both in the collegiate and dental faculties. The collegiate faculty contains fourteen full professors and seven assistants. Of this number four only had served more than three years at the beginning of the current college year." (See *Iowa Normal Monthly*, XII, p. 318.) Since he wrote the above he also has withdrawn entirely from university work.

² Report of the State University of Iowa, August 15, 1885, pp. 28, 29.

³ Supplemental Report of the State University of Iowa, January 8, 1886, p. 10.

⁴ *Vidette Reporter* (university students' paper), June 23, 1887.

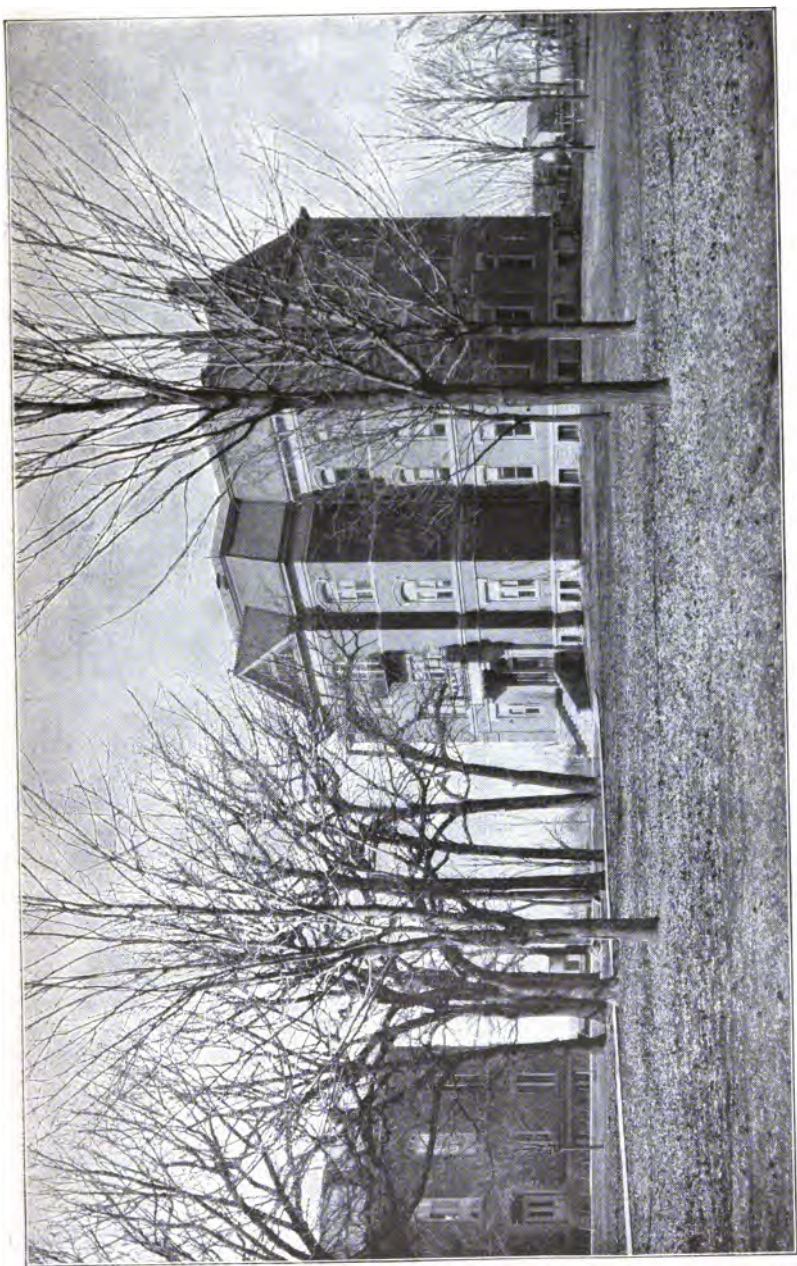
⁵ Report of the joint committee to investigate the State University, 1889, p. 16.

⁶ Report of the joint committee, 1889, pp. 10, 11.

⁷ Report of the joint committee, 1889, pp. 15, 16.

⁸ Report of the joint committee, 1889, pp. 18, 19.

⁹ Report of the joint committee, 1889, pp. 26-28.



STATE UNIVERSITY OF IOWA—SCIENCE BUILDING.

As to the management of the collegiate department, it had been alleged that there had been a tinge of politics in the changes of 1887, especially of prohibition politics.

The regents had passed a resolution in 1885 declaring it unwise for professors to interfere in matters of prohibition. That was considered a warning to all the professors, and more particularly a menace to two, one of whom had made frequent speeches for prohibition, and the other was then plaintiff in a liquor case. The action of antiprohibitionists in urging a liberal appropriation to the university and in voting for it the next year, and then in demanding and prophesying the removal of the two obnoxious professors, led to a very general expectation that they would be removed, and to a belief in university circles and elsewhere that there was some understanding of that kind with some members of the legislature. The views of the new professors on political and prohibition questions seemed to some to confirm that opinion.

On these points the investigation committee said:

After a careful investigation of this question of a deal, we find no evidence whatever to sustain it, and we do not hesitate to say that we do not believe that any such bargain was ever made or implied. Indeed this whole theory of a bargain seems to have been built upon idle rumor and irresponsible newspaper statements.¹

The charge that the board of regents in carrying out the policy against prohibition had produced a political revolution in the collegiate faculty has not been sustained.²

The summary dismissal of several of the faculty had seemed to many unwise and harmful as a matter of policy. This conviction was strengthened by a fuller knowledge of the facts. It was learned that Dr. Pickard, believing some removals were impending, prepared a formal request for the board of regents at their meeting in March, 1887, asking the board if such changes were contemplated, to give the parties concerned early notice. He presented that request to the faculty before laying it before the board, and the faculty joined in it heartily. To that request no answer was received until commencement day, June 22, 1887. On that day notes reached three of them asking for their resignations "at once," but their separation from the university had been announced in a paper edited by one of the regents before that time. This action seemed peculiarly summary in the case of one, the first intimation of whose removal astonished Dr. Pickard in May, when the president-elect informed him that it was impending.

On this point the investigating committee said:

We believe that such a course ought not to be adopted as a settled policy * * * and yet there may emergencies arise which call for immediate action, and in which the board would be perfectly justifiable in making removals without previous notice.³

¹ Report of investigating committee, p. 8.

² "We are credibly informed that they (the professors) are about equally divided between the two leading political parties, and on the question of prohibition." (Report of investigating committee, p. 9.)

³ Report of Investigating Committee, p. 9.

As to the resolution of the board in 1885, declaring it "unwise to sign petitions for liquor permits or to take any part in the prosecuting of cases arising under the prohibitory law," the committee said that it "was no doubt intended, and had the effect, to restrain professors from taking any active part in the enforcement of the law."

They added:

The evidence shows that those who were endeavoring to secure the enforcement of the law were discouraged by the loss of support from those professors who were active in its enforcement; while upon the other hand the violators of law seem to have assumed that they were being sustained by the board, and became more arrogant in their violations. We would not say that the increase in the number of saloons which followed was the result of the board's action, but many people in Iowa City testified that they so believed.

Reasoning backward from this standpoint, the action of the board was unwise and detrimental to the best interests of the university.

We believe that the people of Iowa desire that the morals of the children should be as carefully trained as their intellects, and they will hold their teachers as responsible for the one as for the other. And professors and teachers in our institutions of learning who feel the weight of this responsibility and can conscientiously endeavor to improve the morals and the moral influences surrounding those intrusted to their care ought to be encouraged, and under no circumstances should they be made to feel that indifference in the sematters would render them more secure in their positions.¹

They concluded their report by recommending a reorganization of the board of regents, and in the following language:

Your committee are also forced to the conclusion that the board of regents as now constituted is from its very nature an unwieldy and, to a great extent, an inefficient body. * * * They can not afford and do not devote sufficient time to the affairs of the university to acquire that intimate knowledge of its work and needs necessary to render them intelligent and efficient managers.

We believe that a nonpartisan board of, say, five members, paid a reasonable salary and required to devote their whole time to the service, could take charge of all our State educational institutions.²

The result of these discussions and investigations among the alumni and throughout the State has been that diverse opinions on material points have continued to be held. Nevertheless, it has doubtless been of immediate advantage to the university and to denominational colleges in Iowa. The special friends of the university have made unwonted efforts to strengthen it, and those who emphasize the moral and religious influence of denominational colleges have been more active and more generous in providing for their support.

PROGRESS FROM 1878-'87.

President Pickard's administration will be memorable for the abolition of the preparatory department, the completed affiliation of the university with the high schools, for the liberal introduction of electives into the curriculum, and for the enlargement of the work of several chairs, especially in history and in natural science.

¹ Report of Investigating Committee, pp. 8, 9.

² Report of Investigating Committee, pp. 30, 31.

It is gratefully remembered by students as a period in their lives when they were environed by influences which tended to cause physical culture to seem good, intellectual enlargement to appear better, and highest character to be deemed best of all.

THE PRESIDENCY OF CHARLES ASHMEAD SCHAEFFER, PH. D, 1887-'—.

Hon. D. N. Richardson, a regent of the university, made a careful exploration of the East for a successor to Dr. Pickard. Among available gentlemen, Dr. C. A. Schaeffer was preferred by him and by the board of regents. The doctor was then serving Cornell University as professor of chemistry, and had been a dean of the institution. He was agreeable in social life, diplomatic among business men, and specially commended by President Charles K. Adams as a man of affairs when a man of affairs was needed at the university. As a lecturer he was plain in speech, unimpassioned in manner, instructive rather than inspiring.

He pronounced his inaugural at commencement, 1887. His theme was "The Development of the University." He said of the collegiate department:

I see that much can be added. On the one hand many subjects which are regarded as essential in the curriculum of the best modern colleges are either altogether neglected or else the amount of instruction given is inadequate. On the other hand, it appears to me that the work of many of the professors and instructors is widely distributed; that not only is too great an amount of work demanded of them, but they are expected to give instruction in too many directions.

The college professor of to-day must be a specialist, he must first have obtained a broad, general education, and then, while not neglecting to keep himself abreast of the general progress of the world in the arts and sciences, in literature and philosophy, he must concentrate his higher powers and expend his best efforts on some single line of study.

But if we are to get and keep the best men we must treat them liberally; first, they must have a certain amount of leisure; they must have time for reading, writing, thinking.

Then, too, we must not forget that it is our duty to train the body as well as the mind. This I regard as a matter of great importance.

Think not, however, that it is for the sake of material advantages alone that I would have this university appeal for support. While studying the laws of God as exemplified in the phenomena of nature, we must not forget that "the highest study of mankind is man."

He called attention also to the necessity of educating the rising generation more thoroughly than hitherto in such delicate and dynamic subjects as the tariff, the civil service, and the silver question. He was shrewd enough not to suggest how that could be safely done in the university, if in doing so the professor's personal opinions should be given.

ADDED ATTRACTIONS.

In accordance with Dr. Schaeffer's plea an effort has been made to give the professors greater facilities and more leisure. To some larger

salaries were given, more assistants were employed, and a new chemical building was begun. This building is one of the best belonging to the university.

The desire of citizens of Iowa City to strengthen the moral environment of the institution has led them to raise some \$30,000 for a Young Men's Christian Association building located in its vicinity and available for some of its exercises.

COLLEGIATE COURSES, 1889-'90.

The trend of the collegiate department in 1890 was apparently toward the scientific course. In the catalogue for 1889-'90 students are classified as follows:

	Classi- cal.	Philo- sophical.	Scien- tific.	Engi- neering.
Freshmen.....	12	39	42	6
Sophomores.....	9	23	24	8
Juniors.....	13	17	13	9
Seniors.....	8	15	19	6

TERMS OF ADMISSION.

Candidates for admission must be at least 16 years of age. For all courses algebra is required through quadratics, geometry, elementary physics, botany, civil government, United States and general history (Swinton's), geography (political and physical), drawing or one additional term in general history, and an easy familiarity with some eight out of thirty-six English masterpieces.

For the classical and philosophical courses, in addition to these general requirements, Latin is a prerequisite, viz: four books of Cæsar, four orations of Cicero, and six books of Virgil, with special attention to composition and sight reading. No Greek is required.

For the scientific, letters, or engineering course, a student may take the general and the Latin preparation above named, or as a substitute for the Latin he may take an extra term of physiology, or two terms of either physical geography, zoölogy, or chemistry, two of commercial arithmetic, one term of astronomy, or one additional in general history, and one in political economy.

In the classical course the requirements are, Greek, two years; Latin one; mathematics, one; English history and literature, alternating, one. There are no elections in the freshmen year, two each in the sophomore and junior, and all studies in the senior. The sophomore elections may be taken from mathematics, Latin, German, literature, history, physics, and botany. The junior electives are from Latin, Greek, French, German, Old English, political science, astronomy, botany, zoölogy, biology, and chemistry. The seniors take their electives from Latin, Greek, French, German, history, political science, psychology, history of philosophy, literature, geology and chemistry.

The philosophical course differs from the classical chiefly in requiring German in the freshman and sophomore years, and having no Greek. The electives are those of the classical course, except as to Greek.

The general scientific course differs from the philosophical mainly in having no Latin, and in requiring English in the freshman year, and physics and also botany or mathematics in the sophomore, without other electives in those years.

The course in letters differs from the scientific in requiring German, French, or Latin in the freshman year, and that the language then elected must be continued through the sophomore year.

The engineering course admits one year of German, one of physics, and two terms of English and of chemistry. The other studies are mathematical, and those that belong to the technics of engineering.

Special courses are offered in chemistry, biology, and in preparation for the study of medicine.

DEGREES.

The usual degrees are conferred on the completion of full college courses, but since commencement in 1891 the degree of bachelor of science has been given to those who complete the engineering course, and civil engineering has been given on "the completion of one year's post-graduate work in engineering, or to graduates in engineering who have practiced the profession at least three years, and who have submitted an approved thesis and passed a satisfactory examination."

THE PREPARATORY PROBLEM IN 1890-'91.

The statement made by a committee of the State Teachers' Association in 1875 that "the habit of feeling" fostered in Iowa high schools was "one of indifference or of virtual opposition to colleges," could not be made so truthfully at present. It is now the desire and the pride of a large number of high-school principals and superintendents to make their schools eminent for the number and excellence of their graduates who enter college and university courses. Their alumni in higher studies and in the professions are welcomed with peculiar pride as they return to grace high-school commencements with cultivated wit and thought and literary reputation. Some superintendents have introduced advanced preparatory studies into their schools, and maintained them there by avoiding public discussion of their merits until some of their patrons are becoming somewhat restless. Their prospective graduates, too, who do not intend to continue their studies in any higher school, are not all of them anxious or even willing to read Virgil or to complete solid geometry. These students almost universally desire to devote the time usually given to this advanced Latin and mathematics to literature, other sciences, history, or industrial studies.

A few high schools only can maintain two courses; one preparatory

for college, the other for business. The latter is demanded in all high schools; unconditioned entrance into the university (with its present preparatory requirements) is now steadily possible only from a small proportion of the high schools.

But what shall be done? While high schools desire to be fitting schools for college and for the university, the university is still required by law to begin "as far as practicable" where the high schools leave off. While the university is anxious to come into closest touch with still more high schools, it is scarcely reasonable to expect that high-school courses can be still further enlarged in order to reach it; it is more probable that some of them must be shortened. Colleges with preparatory departments will find no difficulty in adapting themselves to such a possible change. But the case of the university creates a problem. It has already surrendered all preparatory Greek. Shall it now lower its subfreshman requirements in Latin or in mathematics or in both? If it does so, shall it be with or without substitutes for the omitted studies? If substitutes shall be required, what shall they be? Can substitutes of equal disciplinary or educational value be introduced into existing high-school courses?

The regents of the university are now attempting to solve this problem. A committee of that body are now conferring with high-school superintendents to ascertain how a closer relation can be secured, and will report in 1891.

This question is both difficult and delicate. It is not desirable on the one hand that the university should imperil its collegiate standing, nor on the other is it agreeable to continue to admit a large and possibly increasing proportion of freshmen with entrance conditions in mathematics and in Latin. Whatever may be done, it is not probable that any considerable number of studies now regarded as preparatory will be taken into the freshman year, though a reactionary modification is under discussion.¹

¹The committee of the regents reported to that board in March, 1891, as follows:

"In October, 1890, circulars were sent from the department of public instruction to one hundred and forty high schools in the state. From the replies received, we learn that eighty-eight schools maintain a four years' course, fifty a three years' course, and two a two years' course. Of these, seventeen schools have Latin during the entire four years, fifty-one during three years, forty during two years, seven during one year, and twenty-five have no Latin in the course.

"At a later date, circulars requesting information on certain other points were sent to one hundred high schools in the larger places of the State. From the replies received, we learn that all the schools included in the list can complete the work required by the university in algebra and plane geometry, sixty-seven can complete the requirements in solid geometry, thirty-five can comply with all the requirements in Latin, twenty-two can read an amount equal to at least two-thirds of the requirements. A majority of the schools express themselves heartily in favor of the plan, but there is very great diversity in the proposed methods of carrying it out.

"From a careful inspection of the courses of the universities in adjoining or neighboring states, we find that they are far in advance of us in their requirements for

STATE UNIVERSITY EXTENSION.

Some of the regents are endeavoring to inaugurate a modified form of university extension. It is proposed that the university professors shall hold themselves in readiness to deliver courses of lectures in the cities and towns where those interested may be willing to pay the expenses of the lecturers. It is believed also that individuals who may be unable to attend university classes will be inclined to take up some lines of study under the general direction of the university professors. It has been thought that the university library may be opened to such students. What may be regarded as a beginning in this direction has been made at Davenport and elsewhere.

admission. Those of Minnesota, of Wisconsin, of Michigan, and of Kansas, especially, require more Latin and algebra, with the same amount of geometry and English, and in addition, a certain amount of Greek.

"Among the colleges of Iowa there exists but little uniformity. Nearly all of them place Greek among their requirements, and several of them have their standard well up to that of the university.

"At our request the president of the university investigated the preparation for admission of the members of the present freshman class. Of the eighty-eight in the regular courses at that time, sixty were fitted in high schools. Of these, three were deficient in Latin, two in spherical geometry, four in spherical geometry and Latin, nine in both solid and spherical geometry, one in solid and spherical geometry and in Latin, making nineteen admitted on conditions.

"The real question before us is: What changes, if any, are necessary, in order that the graduates of high schools may pass most readily into the different courses of the State University? In considering this we recognize the fact that the university is part of the public educational system of the State. We reach these conclusions—

"1. It is practicable to arrange and, perhaps, modify the requirements for admission to the university, with a view to what we may reasonably expect the high schools to accomplish, and without in any degree lowering the present standard of admission.

"2. The high schools can be classed in three divisions: (a) Those which can do all the work required for admission to any course; (b) those which can do the largest part of the work for each course; (c) those which can fit pupils for one of the courses, but not for all.

"3. Those schools which are not able to complete in their course of study, all the requirements for entrance to any course, should have credit given them for all which they have accomplished under satisfactory conditions.

"4. Recognition should be given to work done in the high school, which is included in the university course, provided it covers not less than one year, and the student passes his examination upon it at the university.

"SCHEME

as amended and recommended by the committee:

"1. Any school may be placed upon the accepted list, under one of the three divisions mentioned, upon application of its principal or board of directors, provided the collegiate faculty of the university are satisfied as to its course of study, methods of teaching, and facilities of instruction.

"2. The course of study of such school must be adapted for fitting its graduates for some of the collegiate courses of the university, or it must be in the direct line of such preparation.

"3. Whenever any accepted school in any of the classes requests, its students may be

CHAPTER VIII.

PRIVATE SECONDARY SCHOOLS.

The demand for private schools of secondary instruction in Iowa was lessened by the school law of 1858, and especially by the enlargement of high-school courses during the decade of 1870-80. Before that time many a peripatetic teacher, many an unemployed college student, opened a select school for one or more terms when a few pupils wished to study something higher than the local public schools could supply. Some permanent academies were organized also, and sometimes with college ambitions in their horizon. Friends gathered around some of these and built colleges on their foundations. Some have been able to honor their intermediate sphere, while to many life has been only a brave, brief wrestle.

Academies still live and continue to demonstrate their right to live. The opinion is entertained by some also that academies ought to do the work of secondary education, either largely or entirely, because they do it best. Ex-State Superintendent Abernethy has given reasons for this opinion, as follows:

First. The work of the academy can make mental training more prominent than high schools and normal schools, and this is by far the more important element in education. The studies whose main purpose is discipline, and which point specially to attainments in higher learning, such as the ancient and modern languages, the mental, moral, and logical sciences, are not subject in the academies, as they are in the high schools, to constant discussion and division of opinions. If this class of work comes to be done largely by academies, as seems to be the present tendency, it will remove one factor of discord and dissatisfaction from public school work.

Second. The academies seek to employ teachers who have attained to special scholarship in their various departments, and who devote their lives to these subjects. Changes in teachers are infrequent, giving special opportunity for high attainments and excellence.

Third. Academies are dependent almost wholly for their patronage on the excellence of their work, and hence have a constant and powerful incentive to excellence. examined by the university at a convenient time, in any subject or subjects selected by the school authorities from the schedule of studies required for admission to the university, and the student will receive from the university a credit card for each subject passed.

"4. The university shall provide for schools desiring the same, a syllabus of each of the subjects in which examination is to be taken.

"5. All schools in accepted relation shall be inspected at the pleasure of the university, the expense of the inspection to be borne by the university.

"6. The authorities of accepted schools shall report annually to the university all changes made in the course of study, and submit list of names of the instructors employed in the high school."

The scheme was accepted by the board of regents.

Fourth. The academies will gradually provide endowments, scholarships, and fellowships, through the benefactions of their alumni and special friends, which tend to give both permanency and special excellency to their work.

Fifth. The academies will be largely under the patronage and influence of our eligious denominations, which will surround these schools and their students with a moral and religious atmosphere, always favorable to the development of the best types of manhood and womanhood.¹

It is evident that there is still a demand for some academies (or preparatory schools) and especially in close connection with colleges and universities. The work of the State University even must be prefaced often by local academic work in the high school, in the Iowa City Academy, or under the immediate direction of its own teachers.

In some colleges, however, the connection seems too close, where the professors devote more or less of their time to preparatory classes, and the preparatory teachers have professorial suffrage in the faculties. There is a growing desire for a more distinct cleavage between these preparatory departments and the higher work of the colleges. To some it appears unseemly that the professor who conducts the seniors through gravest questions of international policy should teach children the names of the Presidents. It appears still more unseemly to others that the teacher whose whole time is given to preparatory classes should have a voting power in the faculty second to none in determining the most difficult college problems. There is little present prospect that these college academies will be abandoned; there is more that they will be governed by strictly academic faculties.

It is becoming more difficult, almost impossible, indeed, to support a high-grade secondary school unless it is either endowed or in the shadow of a college. The most flourishing, independent unendowed academy in the State is under the eaves of the State University.

IOWA CITY ACADEMY.

Prof. William McClain, principal and proprietor of the Iowa City Commercial College, added an English department to his school in 1868. Two years later the English department, separated from the commercial and called the Iowa City Academy, was recommended by the university faculty as a preparatory school for the university. It was the first institution to which that compliment was given, and has been continued on the list of accepted schools to the present time. Prof. McClain maintained the academy at a good standard in all preparatory branches until the time of his death in 1877. His son, then plain Emlin McClain, now chancellor of the law department of the State University, took charge of it for a short time and then sold it to Messrs. Amos and Harmon Hyatt, graduates of the State University. After a few years of vigorous life it passed into the hands of Mr. George A. Graves, a

¹ Proceedings of the North Iowa District of County Superintendents and Teachers, at Clear Lake, June 28, to July 1, 1887, p. 11.

graduate of Dartmouth, who continued it four years and then transferred it in 1887 to Prof. R. H. Tripp, a graduate of Michigan University. Prof. Tripp was principal or superintendent of Kalamazoo schools for twelve years, a professor in Minnesota University three years, and in Central University at Pella six years, twice during the time its acting president by direct choice of the trustees.

The grade of the academy is probably inferior to that of no independent academy in the State; it now numbers about 300. Its location determines its leading feature as a preparatory school for the university, though it aims to offer first-class advantages in its English, normal, oratorical, and musical departments. The demand for such a school insures its prosperity while under its present management and so long as so many high schools are unable to maintain full preparatory courses for college. This academy and the Iowa City high school practically constitute the local preparatory department of the State University, and it is the chief interest of the academy to adapt itself to university needs.

No other location in the State is so favorable for a prosperous and independent secondary school.

ENDOWED ACADEMIES.

There are no well-endowed academies in the State and the inclination to create permanent funds for secondary schools is not noteworthy at present.

DENMARK ACADEMY.

A traveler through the Territory of Iowa, in 1843, could have found no place more promising for an academy in a rural region than on the Denmark prairie. The location was beautiful, healthful; the people were energetic, honest, Puritan, the descendants in blood and in principle of the men who had built Harvard and Yale, who had put schools into the ordinance of 1787, and were planting them in the frontier towns of the northwest.

The scheme for the Philandrian College was dying; men were turning away from its intended site to locate elsewhere; Denmark Academy was born then. Father Turner was its father, as a little later he became the father of Iowa College. He said that "if they could not have the college [Philandrian] they would have the academy." They made a success of it through the energy of Mr. Turner.¹

The first money for it came from the sale of town lots in Denmark, half of which had been devoted to educational purposes by the proprietors of the village.²

¹ Magoun's *Asa Turner and His Times*, p. 244.

² Those proprietors were Messrs. Timothy Fox, Lewis Epps, William Brown, and Curtis Shedd

The academy was incorporated in 1843 and was the first and for a long time the only incorporated academy in the State, though Thomas H. Benton's select school at Dubuque preceded the academy by several years. Its first decade was not a manifestly drawing one and it remained merely a select school for the village.

The day of Denmark was approaching its noontide in 1852, when Henry K. Edson was invited to take charge of the academy. Father Turner, with his practical good sense and directness, charged the young New Englander to bring with him as his wife one "who was not afraid of a checkered apron and who could pail the cow and churn the milk."

Mrs. Celestia Kirk Edson was one who could and did adapt herself to the period of beginnings. Husband and wife entered the school-room together, on a joint salary of \$600. They met 18 pupils, and only 1 of these came from abroad. The catalogue of 1853 showed 90 pupils in attendance, about half of whom were nonresidents. Academy totals increased from year to year, until 270 were enrolled, 200 of whom came from out of town and from 15 different States.

In their twenty-seven years of labor there, a new academy building, costing \$20,000, was erected, an endowment of about \$15,000 secured, a musical department added, a course of study systematized, 2,300 pupils taught, and a brilliant reputation for the academy and for both Prof. and Mrs. Edson was created. The civil war brought difficulty, but not disaster, to the academy and reduced the number of its annual graduating class to 18. Among the graduates of the Edson régime are Prof. Thomas McClelland of Tabor College, Prof. Henry C. Adams of the University of Michigan, and President U. K. Adams of Cornell University.

Prof. Edson became a member of the Iowa College faculty in 1879.

Several superior instructors have given their best efforts to the academy since 1879, but Denmark is still 8 miles from a railroad station, is still a charming hamlet of charming homes. There are now such high schools as those of Burlington, Fort Madison, Keokuk, and Keosauqua within easy reach, and more distant parts of the State are enriched by similar ones. The endowment has been somewhat increased, the grounds and buildings are worth \$25,000, there are 3,000 volumes in the library; nevertheless its patronage has declined and again become chiefly local though this (its semi-centennial year) is renewing the hopes of its friends.

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DECORAH INSTITUTE.

Superintendent J. Breckenridge was in charge of the public schools of Decorah from 1868 to 1874. During that time students, and especially those of Scandianavian origin, were attracted to those schools in such increasing numbers and from such distant homes by its Danish-speaking principal that Prof. Breckenridge opened a private school in 1874, which is now known as Decorah Institute.

From the first he has been ambitious to do thorough work and to add higher studies only as they should be demanded. His school was restricted to the English branches until recently. Latin and German are now taught.

Into his business department he admits students two weeks free of charge, that they may learn his methods of instruction before they matriculate.

The attendance has increased very steadily, and in 1890 500 students came from 18 different counties and 6 different states.

The tuition fee is \$3 a month. The library fee of 25 cents a term and a penalty of 10 cents for each case of tardiness have paid for over 500 volumes, though the penalty has amounted to but little. Board is furnished to as many as possible by the principal at actual cost, which was \$1.50 a week during the summer of 1890.

CEDAR VALLEY SEMINARY.

This seminary was founded at Osage in 1862, by Rev. Alvah Bush, A. M., with the coöperation of the citizens of Osage and of the Cedar Valley Baptist Association. Its trustees have been elected by that association. Professor Bush resigned the professorship of mathematics in Upper Iowa University to open this school, January 10, 1863. He met his classes in the (then) new court-house which they continued to occupy six years longer.

The seminary was incorporated in 1867 and the Central Building (a two-story brick structure, 36 by 72 feet) was erected soon after. The ladies' hall (38 by 52 feet and three stories high) was built in 1885, and in 1886-'87 West Hall was added for the accommodation of young men. The campus was enlarged in 1889 by the purchase of a site adjoining it for a science hall, for which the increasing work of the seminary is making urgent demands.

Prof. Bush commenced teaching seventeen young men and fourteen ladies, and remained at the head of the school till his death, June 26, 1881. His successor pays him the following generous tribute:

He was a man of sterling worth, of unusual ability as a teacher, and his noble character, model life, and genial nature made him a universal favorite, and left a profound impression upon the hearts and minds of the 1,200 different students who were from time to time under his instruction and guidance.

The second and only other principal of the seminary, Hon. Alonzo Abernethy, was elected July 30, 1881, and has been noticed already as



CEDAR VALLEY SEMINARY, OSAGE.

superintendent of public instruction, 1872-'76. The prosperity anticipated under his charge has been realized. The seminary has now a productive endowment of \$5,000, beside a \$10,000 estate not yet yielding an income. The number of students in 1889-'90 was 213. Of its 217 graduates many have entered the ministry, and are such men as Revs. A. C. Blacking, Sioux City; A. R. Button, Lamont, Iowa; J. W. Conley, Oak Park, Chicago; W. W. Pratt, Brooklyn, N. Y., and A. B. Coates, Beverly, Mass. Among its other graduates are State Senator J. F. Clyde, W. L. Eaton, esq., Drs. J. W. Whitley and F. W. Chase, and Prof. J. W. Lapham, of Osage; Hon. I. A. Towne, Tacoma, Wash.; the late Prof. D. F. Call, of the Iowa State University, and Miss Leona Call, now a professor in that institution.

The seminary courses of study embrace, among other studies, two years of Greek, three years of Latin, four terms of German, one year each of algebra, geometry, United States history, and general history, and one or more terms of physiology, physics, chemistry, botany, geology, and astronomy. Students intending to teach receive normal instruction, and those preparing for business find facilities for preparation.

Nothing, however, but the high character of the seminary officers could compel the public to believe their statement that \$95 will pay board, room rent, and tuition for a year.

The instructors during 1889-'90 are: Alonzo Abernethy, PH. D., principal, mathematics and moral science; Rev. J. A. Lapham, English grammar and literature; Mary Edith Farr, A. B., Latin and Greek; Mary Ellis Pray, A. M., science and German; Rev. J. C. Pope, A. M., New Testament History and Christian evidences; John E. Whirry, penmanship and assistant in English.

HULL EDUCATIONAL INSTITUTE.

This academy was located at Hull, Sioux County, in 1884, and is under the auspices of the Congregationalists. Among its early friends and its largest financial benefactor is E. C. Davidson, esq. Its first principal was Mr. J. F. Mather, but the development of the academy has been due very largely to his successor, Rev. J. B. Chase.

Its school building is a two story-structure 40 by 100 feet, and (with the grounds) is worth \$7,000. The endowment amounts to \$25,000. The library has been carefully selected and is growing rapidly.

Its preparatory and business courses are two years each, and the classical, scientific, English and normal are each three years long. Provision is made for teaching Latin and German three years; Greek, two years; history, one and a third years; literature (English and American), French, algebra, and geometry, one year; physics, two terms; physical geography, botany, civil government, etc., one term.

The instructors in 1889-'90 were Rev. J. B. Chase, A. B. (principal), modern languages, business; Miss Mary B. Henderson, ancient lan-

guages, English literature; Miss Mate E. Potter, natural sciences, mathematics; Miss Mabel F. Prutsman, normal, history, geology, physiology; Miss Mary E. Bagg, music; Miss Emma Thomas, shorthand and typewriting; Capt. A. L. Burnell, military drill.

Principal Chase has recently resigned.

Other endowed academies and secondary schools.¹

Location and name.	Date of opening.	Denomination.	Number of teachers.	Number of pupils.	Value of buildings and grounds.	Endowment.	Volumes in library.
<i>For boys.</i>							
Waverly, Wartburg College.	1868	Evangelical Lutheran.	4	59	\$13,200	.....	1,168
<i>For girls.</i>							
Dubuque, Visitation Academy.	1871	Catholic.....	10	103	50,000	.....	500
Dubuque, Young Ladies' School.	1873	None.....	2	22	.....	.....	.....
<i>For both sexes.</i>							
Ackworth Institute.....	1870	Friends.....	2	80	3,000	.....	400
Birmingham Academy.....	1871	None.....	2	48	2,000	.....	150
Burlington, First German Evangelical School.	1842	Evangelical.....	1	55	20,000	.....	.....
Burlington, German Evangelical Zion's School.	1864	German Evangelical.	1	50	20,000	.....	.....
Council Bluffs, Western Iowa College.	1884	None.....	4	370	.....	.....	30
Elkhorn, Danish High School.	1877	Evangelical Lutheran.	4	64	.....	.....	.....
Epworth, high school.....	1857	Methodist.....	9	240	15,000	.....	600
Jefferson, academy.....	1875	.....	5	85	5,000	.....	300
Knoxville, academy.....	1872	None.....	1	46	.....	.....	.....
Le Grand, academy.....	1876	Friends.....	2	54	8,000	.....	600
New Providence, academy.	1869	.....do.....	3	99	9,000	\$3,000	175
Newton, Hazel Dell Academy.	1856	None.....	3	136	4,000	.....	.....
New Vienna, St. Boniface's School.	1850	Catholic.....	4	250	8,000	.....	.....
Orange City, Classical Academy.	1883	Reformed.....	4	40	7,200	.....	964
Pleasant Plain Academy...	1876	Friends.....	2	83	3,000	.....	325
St. Ansgar, academy.....	1878	Lutheran.....	5	83	5,000	.....	.....

¹ As given in the Report of the Bureau of Education, 1888.

CHAPTER IX.

DENOMINATIONAL COLLEGES.

Iowa colleges have received but little notice in books or in magazines, and that has usually been from the pens of admirers and advocates. A recent magazine article¹ on The State of Iowa will be likely to be quoted more frequently and perhaps more confidently than any other by the future historian. The writer in his discussion of colleges and universities says:

There is no more unfortunate (1) delusion than that which possesses some men who desire to leave their property at their death to charitable and benevolent institutions than to devise a sum for the creation of a college, the amount of which will barely suffice to erect the first building necessary for such institutions, leaving the support of the professors, the establishment of scholarships, the purchase of laboratories, globes and maps, necessary to the conducting of any college, to chance or to solicitation, or to any of the means which may be supposed to supply these necessities of college instruction.

In addition to colleges thus projected, almost every Christian denomination in the State of Iowa has attempted to establish one of its own, and the Methodists, the early pioneers of civilization and religion, possessing the largest membership of any Christian church in the State, have thought it necessary to attempt the establishment of a college for each of its four conferences. The result of this has been in the State of Iowa that the efforts of the friends of liberal education have been divided and (2) paralyzed. The colleges are unable to give salaries sufficient to command the services of (3) competent professors. None of them have the philosophical apparatus which should be provided. All of them are struggling inefficiently, with one or two exceptions. The Congregationalists have in (4) "Cornell University," at Grinnell, a fairly successful college.

The writer of the above, distinguished in ability, usually accurate in information and cautious in expression, had ceased to be a resident of Iowa long before 1889, had taken little share in its later public life, and had given but a passing thought to its educational activities, perhaps nothing more than was necessary for a single address at the State University commencement in 1888.

The average citizen of the State would modify his statements as quoted above somewhat as follows:

(1) Important as it is to call attention to caution in college beginnings, it must be confessed that several "delusions" seem more unfortunate than that one which provides the swaddling bands for an infant institution. Very few colleges in America have begun life with a larger outfit than that. Yale and Harvard certainly did not.

¹ Harper's New Monthly Magazine, July, 1889, pp. 173, 174.

(2) If fewer Iowa colleges had been outlined doubtless those which exist would have been stronger; nevertheless there has never been anything approaching a paralysis of effort for liberal education in the State, and least of all at present. College attendance has been larger and greater additions have just been made to college assets than during any previous quinquennium, while larger single gifts than were ever given to an Iowa college are now pledged and apparently about to be paid into college treasuries.

(3) The competence of professors can be accurately tested only by the most delicate of philosopher's scales. It is well known that richer institutions have evidently been fortunate in winning some professors from these weaker colleges, and that others remain in them because of attractions more tempting than are offered by a mere increase of salary.

Prof. James Bryce, the distinguished English writer, who outranks the famous De Tocqueville in a philosophic view of American institutions, admits that many colleges have been very feeble and that some will probably even surrender the degree-giving power; nevertheless he affirms as follows:

In some of these smaller Western colleges one finds to-day men of great ability and great attainments, and one finds students who are receiving an education quite as thorough, though not always as wide, as the best Eastern universities can give. One who recalls the history of the West during the last fifty years, and bears in mind the tremendous rush of ability and energy towards a purely material development which has marked its people, will feel that this uncontrolled freedom of teaching, this multiplication of small institutions, have done for the country a work which a few State-regulated universities might have failed to do.¹

(4) Cornell University is not in Iowa, though Cornell College is; but this is under the care of the Methodists, and at Mount Vernon. The Congregationalists have Iowa College, at Grinnell.

GENERAL FACTS CONCERNING IOWA COLLEGES.

(1) All have preparatory departments. (2) Most colleges accept students provisionally and without special examination in preparatory studies which are completed in approved high schools. (3) Facilities for the study of art and of music are generally found either in distinct college departments or in close connection with them. (4) All except Griswold College and the Norwegian Lutheran College admit both sexes to college classes. (5) Most of them have women in their faculties. (6) All except Amity College are under denominational auspices; probably none are sectarian in direct teaching or supreme desire. (7) Colleges are passing into the care of their alumni as trustees and benefactors. (8) Several are increasing their requirements for graduation, or making provision for postgraduate study, or doing both. (9) Several are requiring definite postgraduate study for their second degree. (10) Their professors receive small salaries, some of them smaller than they would accept in colleges which have no conspicuous moral purpose.

¹ Bryce's *American Commonwealth*, vol. II, p. 714.

(11) Whether wise or unwise, the history of most of them abounds in heroisms of self-denial and of philanthropy. (12) Systematic physical exercise has become an object of special interest and effort. Trustees and faculties encourage gymnastics and home athletics, though they are less favorable to inter-collegiate contests. An absorbing ambition for victory, rather than for vigor, has not seemed very conducive to the highest scholarship or even to physical perfection. Nevertheless, the results of inter-collegiate athletics thus far in Iowa have disappointed pessimists and optimists alike.

BAPTISTS.

As early as 1844 the Baptists in their third annual Territorial Association voted "that the establishment of an institution of learning at some eligible point in the Territory by the Baptist denomination is a subject of vast importance, and that it is the duty of this convention to take immediate and vigorous measures toward the consummation of this object."

Eight years later the first Baptist college was founded at Burlington and was called by way of anticipation Burlington University.

I. BURLINGTON UNIVERSITY.

The university was organized and chartered in 1853, and the first college building was erected the next year, three stories in height and 44 by 65 feet. The first annual catalogue was issued January 1, 1855, and reported a faculty of eight teachers and an attendance of one hundred and sixty-seven pupils. That year its interest-bearing fund was said to be \$5,000, its entire property about \$20,000.

From these facts it might be inferred that no college enterprise of that early day was launched on a more tempting sea or under a brighter sky. Some twenty years later it is reported as having an endowment fund of \$20,000, and other property worth \$40,000, with eight teachers still, but with only sixty students in its halls.

Soon after that time it ceased to appear in collegiate lists, and began to be recognized simply as of secondary grade. Recently the property has been used for school purposes somewhat irregularly, and under the title of Burlington Institute.

The high hopes entertained at the opening of the university have not been realized because rival institutions have risen, other educational centers and efforts have enlisted the interest of the denomination, and the public schools of Burlington have been so superior as to reduce its local patronage to a minimum. The school has been closed since 1889; its reopening is scarcely probable. Debts are pressing; its endowment has been impaired; taxes on its unproductive property are heavy; relief is still invisible.

II. CENTRAL UNIVERSITY OF IOWA.

This college was founded at Pella, in 1853, by a convention of delegates from Baptist churches. Its early years were prosperous, if judged by the number of students and the quality of work done. It has never been remarkable, however, for an overflowing treasury. It was feeling the pressure of poverty when the civil war began, and was unable to pay the professors their small salaries. Nevertheless, it was able to send one¹ of them and 124 students into the Army. This patriotic offering was next to the largest, relatively, which was made by any college in Iowa, for it included all her students liable to bear arms. 22 of them fell in the service.

When the war was over the college professor and a good number of student soldiers returned to the college, and the faculty then received such compensation as the tuitions might bring them. Two years later Prof. A. N. Currier was called to the State University. The faculty then made no effort to carry their students beyond the sophomore year, and advised them to finish their course at Iowa City.

About 1870 college debts had been paid and college friends were again hopeful. But a formidable rival was rising in the Baptist College at Des Moines. The university's natural patrons became divided, and, since that time, even able presidents and professors have not succeeded in adding much to its early reputation.

The catalogue of 1890 summarizes the attendance as follows:

College courses	18
College preparatory	27
English studies	50
Business course	7
Biblical course	22
Whole number of different students	103

Its campus and buildings are estimated at \$35,000, and its productive funds are \$40,000. The tuition in the collegiate courses is \$18 a year, and, as stated in its catalogue, lower than at any other first-class college in the State. No student pays one-fourth the actual cost of instruction.

III. DES MOINES COLLEGE.

The University of Des Moines was chartered in 1865. It passed through nearly a quarter of a century of varying (often feeble and nearly always precarious) life, when in accordance with the advice of the National Baptist Education Society the more modest title of Des Moines College was given to it.

The Baptists have been unable thus far to make three colleges a conspicuous success, and the protracted consideration of the question as to what location was preferable has enfeebled all. Denominational

¹ Prof. A. N. Currier.

friends outside of the State have inclined, perhaps increasingly and now strongly, to favor the institution at Des Moines. The Baptist State Convention has given its preference repeatedly to the same institution, and has done it sometimes with an absolutely unanimous vote.

It reported 139 preparatory students in 1875-'76, and 18 others were in college classes. It had then 6 instructors, 2,000 volumes in the library, and a productive fund of \$40,000. Few of its years have been so bright as that.

Its last catalogue contains names of 77 students and only 12 of these in college classes, *i. e.*, 4 freshmen, 4 sophomores, 2 juniors, and 2 seniors. Nevertheless, there is a side brighter than ever before.

The college is out of debt and has property apparently within sight as follows:

Campus and buildings, about	\$80,000
City lots (lately decreed to it by court)	80,000
Nearly completed subscription	100,000
Pledge by Hon. John D. Rockefeller, Cleveland, Ohio	100,000

With such funds at command its records will contain the names of some recent benefactors in terms of highest honor, but none will outshine that of "Father Nash," by whose efforts it was not permitted to die in its earliest years.

The classical freshmen read Lysias, Plato, and Homer in Greek; Cicero, Livy, and Horace in Latin; take Chardenal's First and Second Course in French, and study solid geometry, university algebra, and plane trigonometry.

Faculty.—H. L. Stetson, D. D., president, mental and moral philosophy; T. M. Blakslee, PH. D., mathematics; A. B. Price, A. M., Latin language and literature; J. P. Stephenson, A. M., Greek language and literature; W. F. Roller, A. B., chemistry and natural sciences; Mrs. J. P. Stephenson, A. M., lady principal, French and German; Miss Frances R. Wheeler, A. B., tutor in English branches; Miss Nellie G. Tyler, music; L. D. Teter, penmanship and bookkeeping; T. M. Blakslee, PH. D., librarian.

CHURCH OF CHRIST (CHRISTIAN).

I. DRAKE UNIVERSITY.

The initial thought and plan for Drake University must be conceded to Chancellor George T. Carpenter and Rev. D. R. Lucas, the former at the time president of Oskaloosa College, the latter pastor of the Christian Church in Des Moines. These gentlemen and others had long thought that the Christian Church ought to found a great university at the capital of the State. Favorable action in this direction was taken at the ministerial meeting held at Altoona, July 14-16,

¹ This pledge is conditioned on raising the subscription fund of \$100,000 referred to above to \$125,000.

1880. Near that time also the University Land Company was organized in Des Moines to purchase, plat, and sell certain lands, and to give to the proposed university a share of the proceeds. The original subscribers to the stock of the company were G. T. Carpenter, E. N. Curl, Ira W. Anderson, F. M. Kirkham, F. M. Drake, James Callanan, N. Haskins, M. P. Givens, B. E. Shepperd, R. T. C. Lord, S. B. Tuttle, F. Meek, T. E. Brown, C. E. Fuller, and J. M. Coggeshall. One hundred and thirty-four acres were purchased within and adjoining the northwest part of the city of Des Moines. The venture was in good business hands and proved profitable to the investors and to the university.

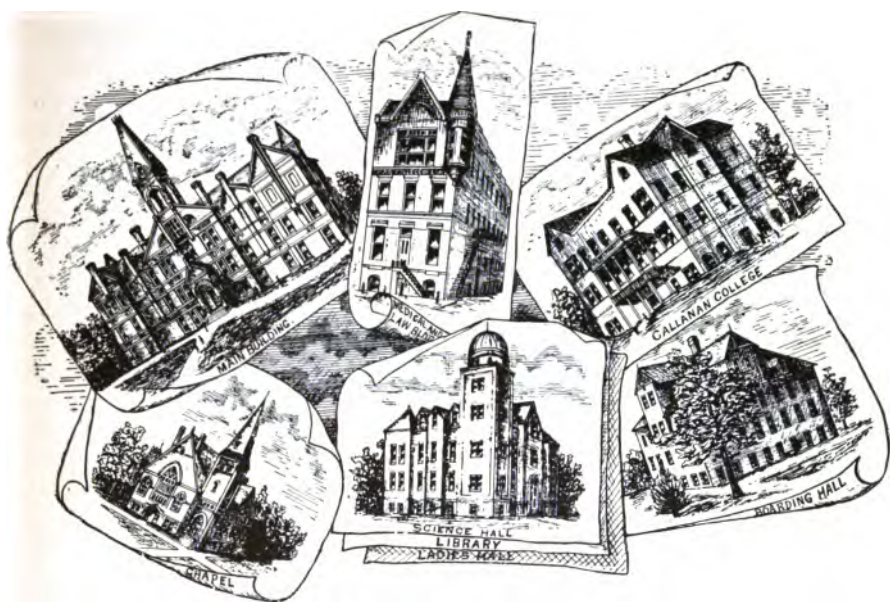
It is probable that a large majority of the ministers and members of the Christian Church in Iowa, as well as of the trustees, faculty, and students of Oskaloosa College, desired to have that institution transferred to Des Moines, but an injunction suit was instituted by those opposed to the change. The friends of the Des Moines enterprise then abandoned the effort to remove the college from Oskaloosa; nevertheless, several of the faculty and a large number of the students removed themselves to the new institution when it was opened in 1880.

Ninety days before that opening the Des Moines institution was literally and figuratively "in the woods." Trees filled the prospective streets of the college plat, and there was neither library, apparatus, museum, building, nor money waiting for the use of college students. The name, Drake University, had been chosen in honor of Gen. F. M. Drake, who had donated \$20,000 to the institution, and has more than doubled that sum since. Yet the treasury was empty July 15, 1880. After that date Ira W. Anderson offered \$5,000, returnable in ten years with a slight advance. The first building was then begun, and the first term of the university was opened in it September 20, 1880, with "some 60 students, most of whom followed the faculty from Oskaloosa."

The collegiate faculty then consisted of George T. Carpenter, A. M., president and professor of biblical literature, and Profs. Norman Dunshie, A. M., ancient languages; Bruce E. Shepperd, A. M., mathematics; William P. Macy, A. M., mechanics, geology, and botany; Lyman S. Bottenfield, English literature; Walter H. Kent, B. S., chemistry and biology; and Benjamin F. Radford, lecturer on Christian evidences. Charles P. Martindale was tutor.

Chancellor George T. Carpenter has served the university almost continuously in the double capacity of chancellor and of president of the college of letters. He has now charge of eight organized schools in the university, as follows:

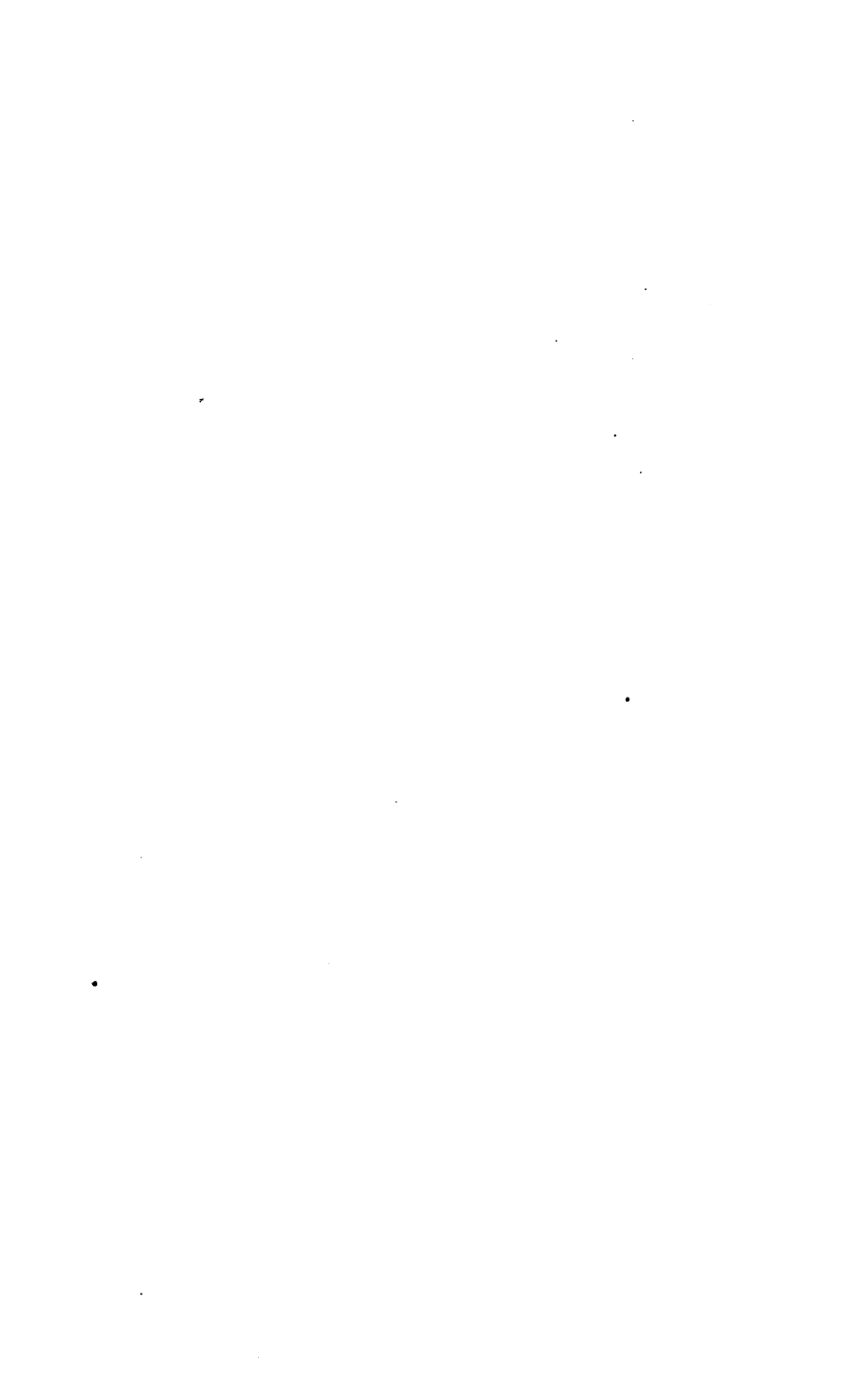
(1) College of Letters and Science; (2) Bible college, Alvin I. Hobbs, LL. D., dean; (3) Callanan College (normal), William A. Crusenberry, dean; (4) Iowa College of Law, Hon. A. J. Baker, dean; (5) Iowa College of Physicians and Surgeons, L. Schooler, dean; (6) Business College, H. D. McAneney, B. B. S., and M. B. Givens, B. B. S., principals; (7)



DRAKE UNIVERSITY.



ALUMNI HALL, ~~DRAKE UNIVERSITY~~.



Des Moines College of Music, M. L. Bartlett, dean and director; (8) Art department, Mrs. S. J. Cottrell and H. S. Southwick, principals.

Five courses of study are offered in the collegiate department, three of which lead to bachelor of arts and two to bachelor of science. Most collegiate students take the studies of the freshmen and sophomore years in common, but those of the junior and senior years are largely elective. After two years in preparatory studies the freshmen take trigonometry, analytical geometry, physics, their first general history, and their second year of Latin. In the sophomore year candidates for the degree of bachelor of arts begin Greek and may continue it through their course or drop it at the close of the junior year. Latin may be taken either two, three, or four years in the classical course, and French or German may be studied three years in the philosophical course.

Provision is made for those who may wish to take a course of post-graduate study. The expenses will be moderate; the facilities of the university will be at their command.

Of the courses of study the officers of the institution say:

It is believed that the scheme adopted embraces the following advantages: (1) It offers a thorough English course, under the instruction of skillful teachers, to a large number of young people who can not enjoy such a course in the public schools. (2) The study of the Latin and the Greek is begun at a time when the advancement of the student will insure better results, and when the advantage of such studies is more readily conceded by him. (3) A certain amount of rigorous mental drill is necessary to a broad development, which drill is, by common consent, best secured through a study of the classics and higher mathematics—the distinctive studies of the first two years of the collegiate course. (4) The just demand for elective studies is met by the elective courses, in which the student is permitted to follow his preferences, thus to a degree fitting himself for what he is most likely to follow in the future. (5) While the above scheme of studies may seem to be, and is, radically different from those in general use, yet the length of the scheme, the essential factor in all mental development, is really increased and the requirements for graduation are more exacting; even in the Greek and Latin the number of credits required are quite equal to that usually demanded. (6) The special facilities offered to those desiring to do special work after graduation are very inviting, and can be enjoyed at comparatively little cost.

The total university and collegiate attendance has been as follows:

	Univer- sity.	Collegi- ate.
1880-'81.....	.....	11
1881-'82.....	270	26
1882-'83.....	282	27
1883-'84.....	324	31
1884-'85.....	340	41
1885-'86.....	395	53
1886-'87.....	434	74
1887-'88.....	505	107
1888-'89.....	735	113

The university buildings and grounds are valued at \$100,000. The total endowments amount to about \$175,000. Callanan College was organized in 1880, and has been maintained until recently as a female college. Its founder is Hon. James Callanan, and its principal was Rev. Dr. C. R. Pomeroy until it became a part of Drake University.

No institution in the State has equaled Drake in the enlargement of its assets and in the increase of its numbers during its first decade. Its library, apparatus, and museum are already noteworthy.

The recent success of Drake University is indicated by its enrollment in 1892-'93, as follows: In the college of letters and science, 264, of whom 4 are post-graduates, 120 undergraduates, and 140 preparatory and irregular students; in the college of medicine, 54; pharmacy, 21; art, 38; music, 109; oratory, 108; normal, 358; bible, 104; commerce, 56; law 48. The actual enrollment of different students is 907.

Bibliography.—University catalogues. Des Moines newspapers. Iowa Normal Monthly, xii, pp. 352, 361, 362. Christian Evangelist.

II. OSKALOOSA COLLEGE.

Rev. Aaron Chatterton is remembered as leader among the earliest advocates of Oskaloosa College. His work for it began in 1855. The college was incorporated in 1858, but classes were not organized until 1861. Rev. George T. Carpenter and his brother, W. J. Carpenter, were its first instructors. The college seemed to flourish while it remained the only one in the State in the special charge of the Christian denomination, although an endowment was raised and lost during that time. About 1880 some began to think that greater advantages of location were offered at Des Moines, and in 1881 an important part of the faculty and students withdrew from the college and connected themselves with the opening institution at the State capital.

This change was a serious blow to Oskaloosa College. Seven years before that time 200 students were in attendance and 16 of them were in college classes, and five years before its buildings and grounds were said to be worth \$50,000 and the amount of its productive funds was \$30,000. In financial matters the year, 1889-'90¹ is said to have been unsurpassed by any recent year, and the buildings and grounds are now valued at \$35,000 and the productive endowment is \$34,600,² and it is thought that it can "easily" be made \$75,000. The number of students enumerated in the catalogue of 1889-'90 is 173, 18 of whom are in collegiate classes.

The studies of the freshman year in the classical course are Greek (from the alphabet to the Anabasis), Latin (from Virgil to Cicero), mathematics (trigonometry to surveying), botany, and English classics.

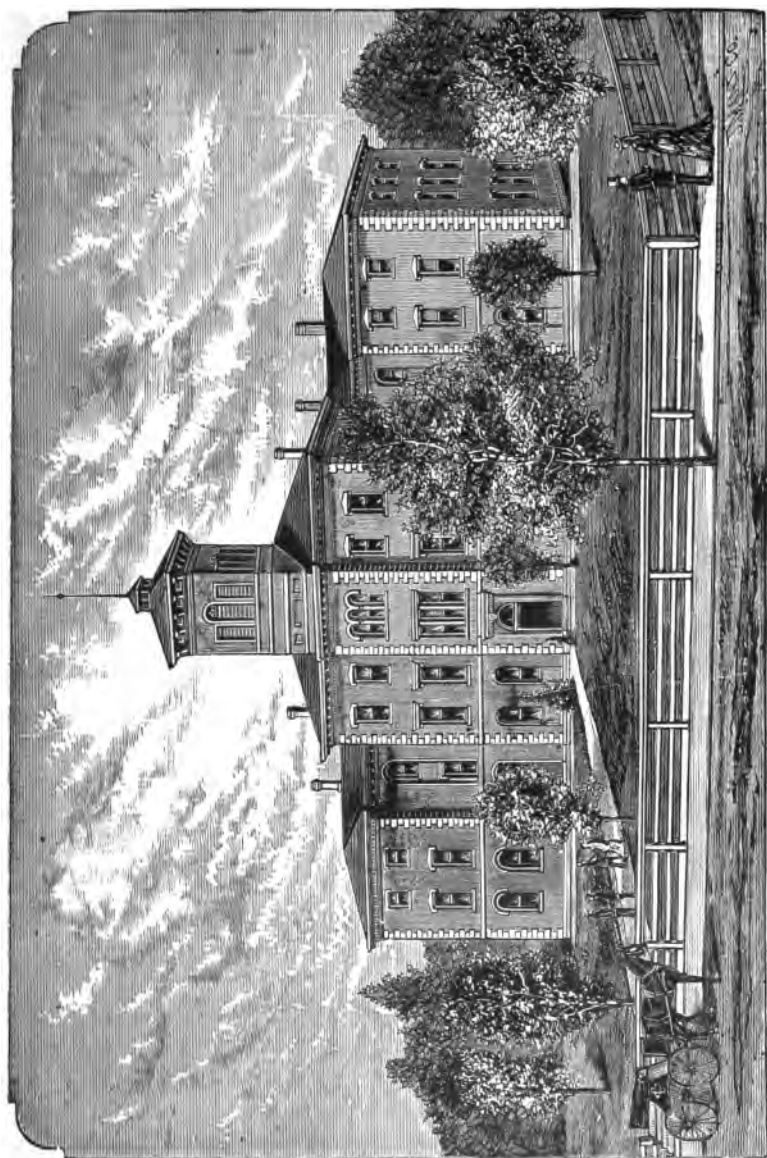
The library contains 4,000 volumes; the museum, reading room, and laboratory are fairly well supplied.

The college enjoys the honor of furnishing itself a president from its own alumni, A. M. Haggard, A. M., and also five of its own professors, and of sending others to professorships in Drake University, to Garfield College, Kansas, and to other positions of influence.

It has graduated 32 classicals, 33 scientifics, 18 in biblical studies, 6 in modern classics, and 11 normals.

¹ The last year included in this notice.

² All of which has been raised since 1879.



OSKALOOSA COLLEGE.

The elements of promise are largely in the active loyalty and in the success of the alumni in increasing the endowment, in the growing income from the endowment, and in the enlarging numbers in attendance.

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CONGREGATIONAL.

There are two institutions sustained by the Congregationalists of Iowa.

I. IOWA COLLEGE.

The Iowa College of to-day has grown from four separate germs of thought and out of two different institutions, viz: Iowa College and Grinnell University, and through the early coöperation of Presbyterians¹ with Congregationalists.

In 1843 eleven Andover graduates entered Iowa, intending to preach and to found a college. In Denmark, at one of their first meetings with Iowa men, they discovered that the college idea had preceded them. It had sprung up on Iowa soil in the mind of Rev. Asa Turner (Father Turner, as he was called later), and had been formulated in 1842. They met Rev. Reuben Gaylord here also, who had been a member of an Iowa Educational Association in Yale, which was organized in 1837-'38 "to establish upon a firm basis a college for the future State of Iowa."²

These men, everyone of them, might have sat for De Tocqueville's picture of an American pioneer who "penetrates into the wilds of the New World with the Bible, an ax and some newspapers," for they brought all these in their hands as well as the college in their heads.

The question of location was a hard one for the first of existing colleges in Iowa. Who could tell where cities would spring up on treeless and almost trackless prairies, or where great thoroughfares would stretch away westward from hamlets on the Mississippi where there was scarcely a single white man's cabin between them and the Pacific? But the question of money was perhaps hardest of all, and the location must secure money. From the little group of houses then called Davenport came the offer of \$1,400 to have the college located there, and Davenport won it. That sum seems small, yet it was just 1,400 times as large as the first (and many other) donations made to the college.

An incorporation was effected in 1847, and the trustees proceeded to plan and erect a building which, as they said, "shall be a permanent college building in good taste, and when enclosed shall not exceed in

¹ The Presbyterians abandoned the enterprise in 1852.

² Magoun's Asa Turner and His Times, pp. 241-243.

cash the sum of \$2,000." A day of small things, and a day of cautious honesty. Debts were avoided; bills were paid—this was eminently the policy of Rev. Julius A. Reed.

The work of instruction was begun in November, 1848, under the charge of Prof. E. Ripley, at a salary of \$500. During the ten succeeding years the college prospered so far as to enroll 139 students in one year and more than 1,000 during the whole time, and to demand the services of four professors, though it graduated only ten young men. It was then deemed best to remove to a more central place in the State, and its present location in Grinnell was chosen.

There were three considerations attracting to Grinnell: (1) It was reasonably central; (2) it was probable that a Congregational college would be sustained there even if Iowa College should be located elsewhere; (3) college property valued at from \$36,000 to \$44,000 was offered to the older college if it should be located there, and was eventually transferred to it.

The receipts from the sale of town lots in Grinnell had been devoted from the first to an institution to be called the Grinnell University. A college building also had been carried well on toward completion. The studies in the high school of the town had been arranged so as to serve as the preparatory course for the prospective university, and students from other towns were in advanced classes with those from Grinnell, contemplating a full college course.

The university was merged in the college, for although the latter brought only about \$9,000 in endowments to Grinnell, it had a small library, the prestige of its completed college classes, the experience of its trustees, and the expressed and implied promises of assistance from a group of Eastern friends.

Instruction under the auspices of the college trustees was commenced in Grinnell September, 1859, and the first freshman class (delayed somewhat) was enrolled in 1861.

The first president, Rev. George F. Magoun, was elected in 1862, and entered upon his official duties in 1865. He then joined a faculty, consisting of L. F. Parker, in college service from 1859 to 1870, and again from 1888 to the present time; Carl W. Von Coelln, 1863-'69; Samuel J. Buck, from 1864 continuously till now; Henry W. Parker, 1864 to 1870, and again from 1879 to 1888; Charles W. Clapp, 1864-'71, and Mrs. Sarah C. Parker, lady principal, from 1862-'70. Before that time Revs. J. A. Reed, S. L. Herrick, and S. B. Goodenough had occupied chairs in the institution in Grinnell, and had resigned. The aggregate value of college property was then estimated at about \$100,000.

THE COLLEGE IN AND DURING THE WAR.

The first graduating class in Grinnell left the college a few months after the arrival of Dr. Magoun. Its course had spanned the period of the civil war, and only three of its original twelve took their diplomas



IOWA COLLEGE.

from the college in 1865, while four others about that time received their discharge from veteran service in the Army, one had died in the hospital, and one had fallen on the field. Only two failed of a share in some department of the great struggle.

Again and again classes were shattered by enlistments, and in 1864, one of the professors entered the Army, and only two male students were left in the college at commencement, and they were too young to enlist. Some of the young ladies hastened from that college platform to do the work of their absent brothers in the harvest field.

The student-soldiers had their share of military honors in lieutenantcies, captaincies, and adjutantcies. A marble slab on the wall of Alumni Hall bears the names of twelve who sacrificed their lives for their country.

DR. MAGOUN'S PRESIDENCY, 1865-'84.

Four days after Lee surrendered at Appomattox Court-House and a few weeks after President Magoun took up full college work, ex-Governor and then Senator James W. Grimes wrote to his wife:

Among other strange things that I have done, I gave this week 640 acres of land, worth, I suppose, about \$4,000 to \$5,000, to the Congregational College at Grinnell. I thought I would administer thus far on my own estate. The college is overrun with students, and I fancied that as good use would be made of it in this as in any other way.

This donation proved to be worth \$6,040 and now constitutes the Grimes foundation, and is to be applied to the maintenance of four scholarships for the benefit of "the best scholars and the most promising in any department who may need and seek such aid, and without any regard to the religious tenets or opinions" of the applicant.

On this point Dr. Magoun has said:

This foundation is the largest charity fund belonging to Iowa College. It has been and it is to be of great service to deserving young persons of both sexes. The first expression of special interest in the college made to me by Mr. Grimes was on the occasion of its removal from Davenport to Grinnell, in 1858. He said that a rural village is a far better place for such an institution than a business town. In 1864 the trustees made me a committee to secure an address from him at commencement. He replied to my solicitation that discoursing on education was entirely out of his range. Being further urged and assured that he would be heard with interest on public questions, he said that Senatorial duties so absorbed his time and strength as to render preparation for a commencement address impossible. He added, "but I can do something else of more service to the college than to make a harangue at commencement."¹

The college was overrun with students in 1865, not because there were absolutely so many, but because accommodations were so meager. It is true that the college had been steadily enlarging; its rooms were well filled with students, but enlarging numbers demanded still enlarging means. President Magoun came just in time to render much-needed aid.

¹ Salter's Life of James W. Grimes, p. 277.

His own summary of his administration is given concisely in the life of one of the college trustees.

It was a sore struggle for years after [his inauguration] to keep the vessel afloat. Besides cares at home, teaching often five hours a day, and doing State work, the president had to obtain funds for current expenses, endowments, buildings and fixtures, with library books. Half a dozen city pulpits and three college presidencies made advances to him, besides other enterprises—all with large salaries in promise. In 1871 the building most used burned down; in 1882 all the buildings and contents were destroyed by tornado—the most complete college destruction ever known. The faculty had increased to 15, the attendance to 350. Within a few hours in both cases Dr. Magoun announced that no recitations would be interrupted. In the latter case the academy lost 50 students; the college proper, none. It now had in the latter department more than any Congregational college west of Ohio, 112 graduates—there are college presidents and professors among them—and had taught over 4,000 youths.

In eighteen months after the tornado everything was rebuilt far better than before, with an additional building; in two years funds for a fourth had been provided, and the college property amounted to between three and four hundred thousand dollars. Foundations for largely increased success had been laid. In 1884—after twenty years' service—Dr. Magoun resigned the presidency, retaining the professorship of mental and moral science.¹

Though Dr. Magoun has now withdrawn entirely from college work, he is still active as a writer, speaker, and officer in the higher Congregational circles. Facile and forceful with pen and tongue, his life has been conspicuous and useful. The alumni have presented his bust to the college library, and friends of his have practically completed a "Magoun fund" of \$10,000 for the college, the proceeds of which he is to receive during his lifetime.

PROFESSOR SAMUEL J. BUCK, ACTING PRESIDENT, 1884-'87.

The professor senior in service was made acting president in 1884. He had secured subscriptions in Iowa, in small sums, amounting to \$20,000 by a canvass of six months, and has been prominent among Iowa teachers for twenty years.

The enrolment, total and strictly collegiate, for the year before and during the time of his presidential service, was as follows:

	Total.	In college classes.
1883-'84	301	54
1884-'85	323	114
1885-'86	374	141
1886-'87	431	187

At the close of that service Mr. Alonzo Steele, of Grinnell, gave \$20,000 to endow his professorship.

¹ Dr. Magoun's *Asa Turner and His Times*, p. 277.

THE PRESIDENCY OF REV. GEORGE A. GATES, 1887.

George A. Gates, born in Vermont, a graduate of Dartmouth and Andover, a pupil of Godet, Christlieb, and Lotze, came to Iowa from a New Jersey pulpit at the age of 36. Since his connection with the college attendance, as given in the annual catalogues, has been:

Years.	Total.	In college classes.
1887-'88	438	216
1888-'89	541	258
1889-'90	588	289

The financial condition of the college may be summarized thus:

Grounds and buildings	\$150,000
Productive endowments	271,000
Nonproductive pledges	45,000
Scholarship fund	27,000
Annual tuitions	8,100

The sum of \$200,000 has been added to the assets since June, 1887. The largest item in the list of beneficiary funds is \$10,000, provided by Hon. E. A. Goodnow, of Massachusetts, and the next largest is the gift of \$6,040 by Governor James W. Grimes. The income of the scholarship funds is so allotted as to aid 40 students who are the most promising and needy, the children of missionaries, of those preparing for the ministry. The gift of \$1,000 by Mrs. Elizabeth S. Grimes, wife of Governor Grimes, was for the benefit of young ladies in the college classical course. The Ladies' Education Society in the town has a fund of \$2,000 to loan to worthy young ladies in college, which is not included in the college assets given above.

The library contains 17,500 volumes.

The conservatory course requires from two to four years, and the didactic course, one year.

The preparatory requirements for the classical course are as follows:

- I. Physiology, physical geography.
- II. Arithmetic, algebra, geometry (each completed.).
- III. History of United States; general history one year; civil government.
- IV. English grammar and elementary rhetoric.
- V. Latin:
 - (1) Grammar; composition (Daniell's Latin Composition, parts I and II, is recommended).
 - (2) Cæsar, four books.
 - (3) Cicero, five orations.
 - (4) Virgil, eclogues and six books of the Æneid.
- VI. In Greek the ability to read the New Testament at sight.

It is preferred that the preparation for the scientific course be identical with that for the classical; but additional Latin may be taken in place of Greek, or substitutes may be presented for Latin (4) and Greek. Latin (1) (2) (3) is required of all candidates.

For the literary course the same requirements are made as for the classical, except that work in English may be substituted for the Greek.

The freshman studies are as follows:

Classical course.	Hours per week.	Scientific course.	Hours per week.	Literary course.	Hours per week.
Greek	4	Chemistry	4	Latin	4
Latin	4	Mathematics	3	English	3
Mathematics	3	English	3	French	3
Chemistry	3	French	3	Mathematics or chemistry.	3

In college proper students may devote three years each to Greek, Latin, French, German, English literature, and mathematical studies; two to history, political science, mental and moral science, chemistry, etc

A student in a degree course may be enrolled on the "honor list" in a certain line of study who attains (1) a good standing in his general work, and (2) a high standing in every term of the course in his honor study, and (3) who does the equivalent of a year's extra work in that particular line.

Among the college alumni are H. H. Belfield (1858), director of the Chicago Manual Training School; Irving J. Manatt (1869), consul at Athens, Greece, and late chancellor of Nebraska State University; Jesse Macy (1870), author of *Our Government*, etc., now passing his twenty-ninth year as student or professor in the college; Henry C. Adams (1874), professor of political economy in Michigan University and statistician of the Interstate Commerce Commission; and Albert Shaw (1879), American editor of the *Review of Reviews*.¹

¹Since 1890 the funds of the college have been enlarged by \$85,000 from the estate of Mr. Cornelius B. Irwin, late of New Britain, Conn., and by \$10,000 from Mrs. E. D. Rand, of Burlington, as an addition to her previous gift of \$25,000 for the endowment of the chair of Applied Christianity. Rev. Geo. D. Herron, D. D., is the first occupant of that novel chair. It is expected that he will be the college preacher, and that he will lecture on special phases of social science and of industrial relations.

A movement for the erection of a Y. M. C. A. building is in progress. The students alone have subscribed over \$10,000 for the object, an amount said to be unequalled by any similar body pro rata in the country. The entire cost of the building is estimated at \$45,000.

The faculty and instructors in 1892-'93 were as follows: George A. Gates, D. D., president; Samuel J. Buck, A. M., mathematics and physics; Willard Kimball, M. S. B., director of the conservatory; Jesse Macy, A. M., constitutional history and political economy; Leonard F. Parker, A. M., history; Moses S. Slaughter, PH. D., Latin; Walter S. Hendrixson, A. M., chemistry; J. Fred Smith, A. M., principal of the academy; Raymond Calkins, A. B., modern languages; Newton M. Hall, A. M. English language and literature; James Simmons, jr., A. M., biology and geology and curator of the museum; John H. T. Main, PH. D., Greek; Mary Haines, A. B., preceptress in the academy, instructor in Greek and Latin; Edith Druise, B. L., instructor in modern languages; Samuel A. Jacobs, A. B., instructor in academy; Siveri L. Ringheim, elocution and physical culture; Susie Scofield, piano; Emily Perkins, piano; Theo. Chr. Rude, violin; John Randolph, voice culture; Alfred V. Churchill, director of the art school; J. M. Chamberlain, librarian; and Arthur Jones, C. A. Palmer, F. V. Hollenbeck, A. L. Lawrence, W. R. Raymond, and Clara M. Spencer, assistants.



BLAIR HALL, IOWA COLLEGE.



GOODNOW HALL, IOWA COLLEGE.

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II. TABOR COLLEGE.

A little group of apparent heretics among Congregationalists, ultraists among politicians, and fanatical friends of education settled in Tabor in 1852. Poor, as pioneers usually are, they incorporated Tabor Literary Institute two years later, and opened the academy three years after that time. The distinctive college movement took form in 1866, some time after the popular thought of "Tabor heresy" had become a dim memory, and after the civil war had placed the dominant party in the State in line with Tabor's political ultraism.

In that community water was always deemed a better beverage than wine, and the town was very near "bleeding Kansas" in antebellum days, so near in sympathy and in distance as to be a frequent home for John Brown and his friends. This fact was a source of danger for a time and of advantage later. As might have been anticipated, at three different times during the civil war every student who was liable to military duty went to the front.

Normal training received marked attention early, and the schools near there were greatly improved by the influence emanating from the college. Nearly half of its students have taught more or less.

Expansion, however, was slow; railroads missed Tabor; the town seemed quite inaccessible. Tuitions were low, tuition receipts were small. Although the gifts from the town and vicinity were small absolutely, they were large when measured by the incomes of their donors,¹ yet the teachers' salaries were small enough to enable the college to keep out of debt. Friends at the East gave material aid through the solicitations of President William M. Brooks, the only president Tabor ever had, and a solicitor so good that it has been said that his ultimate home must certainly be in Abraham's bosom.

Among its most useful friends (besides its president), two of its founders should be mentioned, Rev. John Todd, its formative spirit, and George B. Gaston, who gave it financial assistance² and priceless

¹ President Brooks has said: "If any community in this country has ever given for any public object so large a part of their means as the people of Tabor have given to Tabor College, it has never been published or has escaped my notice." Minutes of General Association (Congregational) held at Des Moines, 1890, pp. 95, 96.

² With property assessed at \$4,004, real value possibly \$10,000, he gave \$2,000 and a note for \$2,000 more with interest at 8 per cent. Two years afterward he paid his note rather than see the college go in debt, though he borrowed the money at 10 per cent in order to do this. (Story of Tabor College, p. 7.)

personal service. The memory of Prof. Johnson Wright is cherished by all early students for his influence on thought and character; others still living have a place beside him. Among nonresident donors Henry J. Steere, of Providence, R. I., stands first for the magnitude of his gifts, \$5,500 while living and a legacy of \$50,000. Seventy-two thousand dollars were added to the assets of the college within the year 1889-'90. The spirit of sacrifice for the college still permeates the town and the faculty, and a new railroad makes access to it easy.

When college work was first contemplated there President James H. Fairchild, of Oberlin, said that the effort would "make somebody's bones ache." Several have realized the fulfillment of the prophecy; some are realizing it still. The results of that labor were never more satisfactory than in 1890.

The college has five buildings, a library of 5,000 volumes, a museum containing 12,000 specimens, eleven professors and instructors, besides teachers in the art and business departments. The faculty has been materially strengthened during 1891-'93, its college course enlarged, its college work specially emphasized, and its endowment increased.

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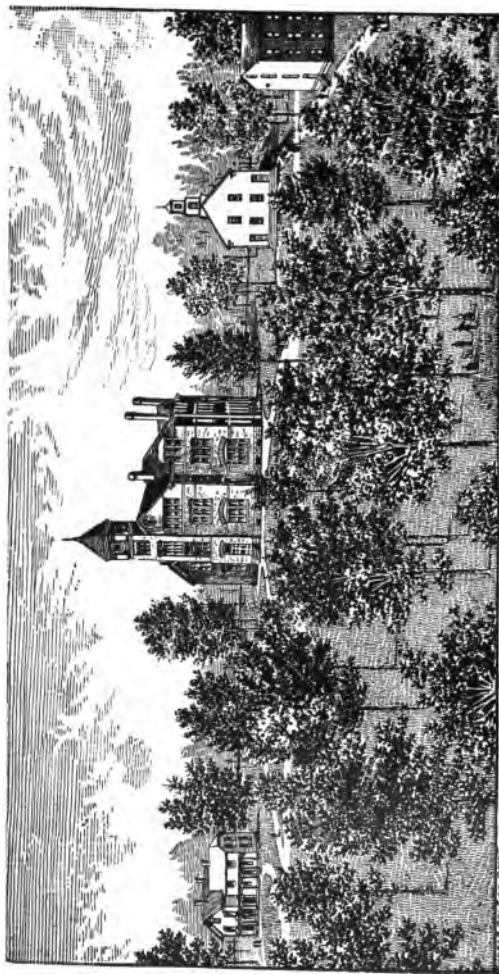
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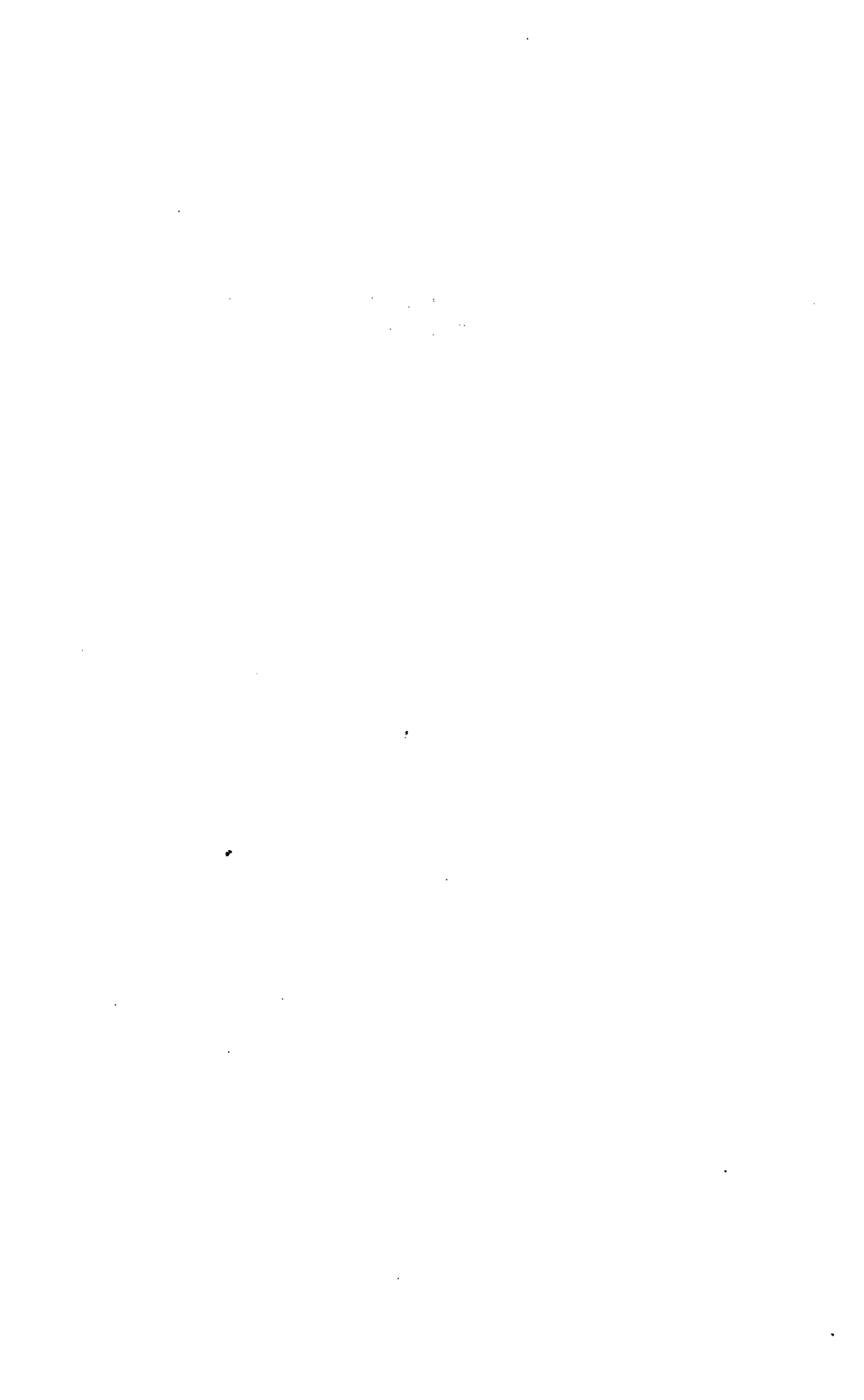
GRISWOLD COLLEGE.

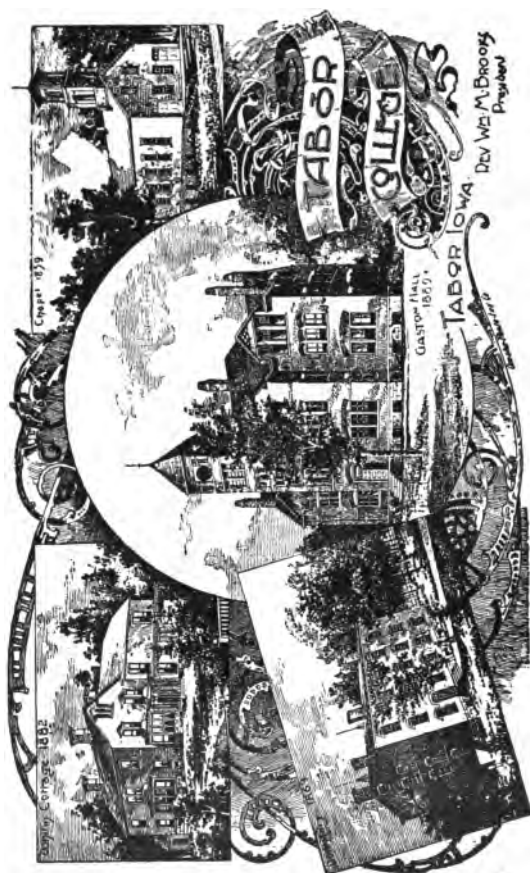
Griswold College (at Davenport) comprises the various institutions known sometimes as "Bishop Perry's Schools." It consists of four departments accommodated in four different and elegant buildings, as follows: The diocesan school for boys, in Kemper Hall; the diocesan school for girls, in St. Katharine's Hall; the collegiate department, in Wolfe Hall, and the theological department, in Lee Hall.

The college was founded in 1859, when the Iowa College property was purchased by the Rt. Rev. Henry Washington Lee. The preparatory department was opened in December of that year in the building then bought, though that was subsequently occupied by the collegiate department. The diocesan school buildings were first used for collegiate purposes in 1885. Wolfe Hall was named in honor of one of the earliest and most liberal of the college donors, John David Wolfe, esq., of New York, and Kemper Hall was so called in memory of Bishop Kemper, the first Episcopal missionary bishop of the Northwest who had jurisdiction in Iowa.



TABOR COLLEGE.





Rev. Wm. M. Brooks
President

TABOR COLLEGE.

Griswold is designed to be the one church college for the territory between the Mississippi and the Rocky Mountains, an arrangement to that effect having been agreed upon by the different bishops of that region.

The entire real estate of the college (including buildings) is estimated at about \$325,000, and the productive endowment is \$80,000.

The boys' school is the preparatory department of the college, but, in addition to preparatory studies, military drill and industrial instruction have been introduced. The industrial rooms are furnished with a steam engine, lathe, carpenters' benches, drafting tables, etc., so well furnished, indeed, that Prof. Jameson, of the State University, is said to have ventured the statement, "No school in all the land, excepting the Boston school of technology, is so well equipped for the work as this."

A course of seven years is provided in St. Katharine's Hall, beginning with low elementary studies and bifurcating toward the end so as to make a scientific course without Latin, and a classical course without Greek. The chief scientific substitutes in the scientific course for the Latin of the classical, are physical geography, botany, zoölogy, physiology, astronomy, physics, and chemistry. Students in this hall can take four years of French or German, two and a half of history, one and a half of English and American literature, etc.

The course in arts in the college proper extends through four years; the course in science is one year shorter.

The following are the freshman studies in the classical course:

Advent term.—Greek (five hours a week), Homer: *Odyssey*, three books. History. Latin (five hours), Cicero: *De Senectute*. Livy: Book I. Latin Composition. Mathematics (five hours), algebra: Undetermined coefficients, series, binomial theorem, logarithms, theory of equations. Geometry of space begun.

Easter term.—English (two hours), Study of Words (Trench). Theme: Subject from American history. Greek (4 hours), Homer: *Odyssey*, two books. Herodotus. Greek composition. History. History of literature. Latin (four hours), Horace: *Satires*, *Odes*, and *Epodes*. Pliny: *Epistles* (extempore translation). Latin composition. Mathematics (five hours), Geometry of space finished. Plane and spherical trigonometry. Surveying, with field practice. Navigation. Elocution, exercises in voice building and articulation.

The following are the studies in the first year of the college scientific course:

Advent term.—English (2 hours a week). Hill's *Rhetoric*. Exercises in grammatical criticism and in literary analysis. Themes. French (3 hours), Grammar to the Irregular Verb (Keetels). *Les Prosateurs Français* (Roche) begun. German (4 hours), Grammar, through the Irregular Verb (Cook's *Otto*), with selected ballads. *Bilderbuch ohne Bilder* (Andersen). History (2 hours). Outlines of history (Freeman's General Sketch). Mathematics (4 hours), spherical trigonometry. Surveying, with field practice. Navigation. Analytic geometry. Lectures on the transcendental and higher curves.

Easter term.—(Sixteen hours required). Botany (3 hours, second half of term). Elementary Botany (Gray). English (1 hour). Whateley's *Rhetoric*. Analysis of arguments. Themes. Ethics (2 hours). Haven's *Moral Philosophy*. French (2 hours). Grammar finished. *Les Prosateurs Français* continued. Conversation.

Lectures on the language and its literature. German (3 hours). Grammar finished. Reader of German Literature (Rosenstengel): Lyric Poems and Ballads. Wilhelm Tell (Schiller). Lectures on the language and its literature. History (2 hours) History of the United States (Eliot). Mechanics (3 hours, first half of term). Analytical Mechanics (Peck). Recitations and lectures.

The college library contains over 6,000 volumes. The cabinets for geology, mineralogy, conchology, and kindred subjects are said to constitute "the finest collection in the West."

Rt. Rev. William Stevens Perry, D. D., LL. D., D. C. L., is *ex officio* head of the theological department, and Rev. O. H. Seymour, S. T. D., is president of the college.

FRIENDS.

I. PENN COLLEGE.

Penn College, at Oskaloosa, is a college phoenix from the ruins of Spring Creek Academy, which was erected 4 miles east of that city under the auspices of the Iowa Union College Association of Friends. The west wing of the structure now occupied by the college, was built in 1872 by that association. The school then opened in it was transformed into Penn College the next year.

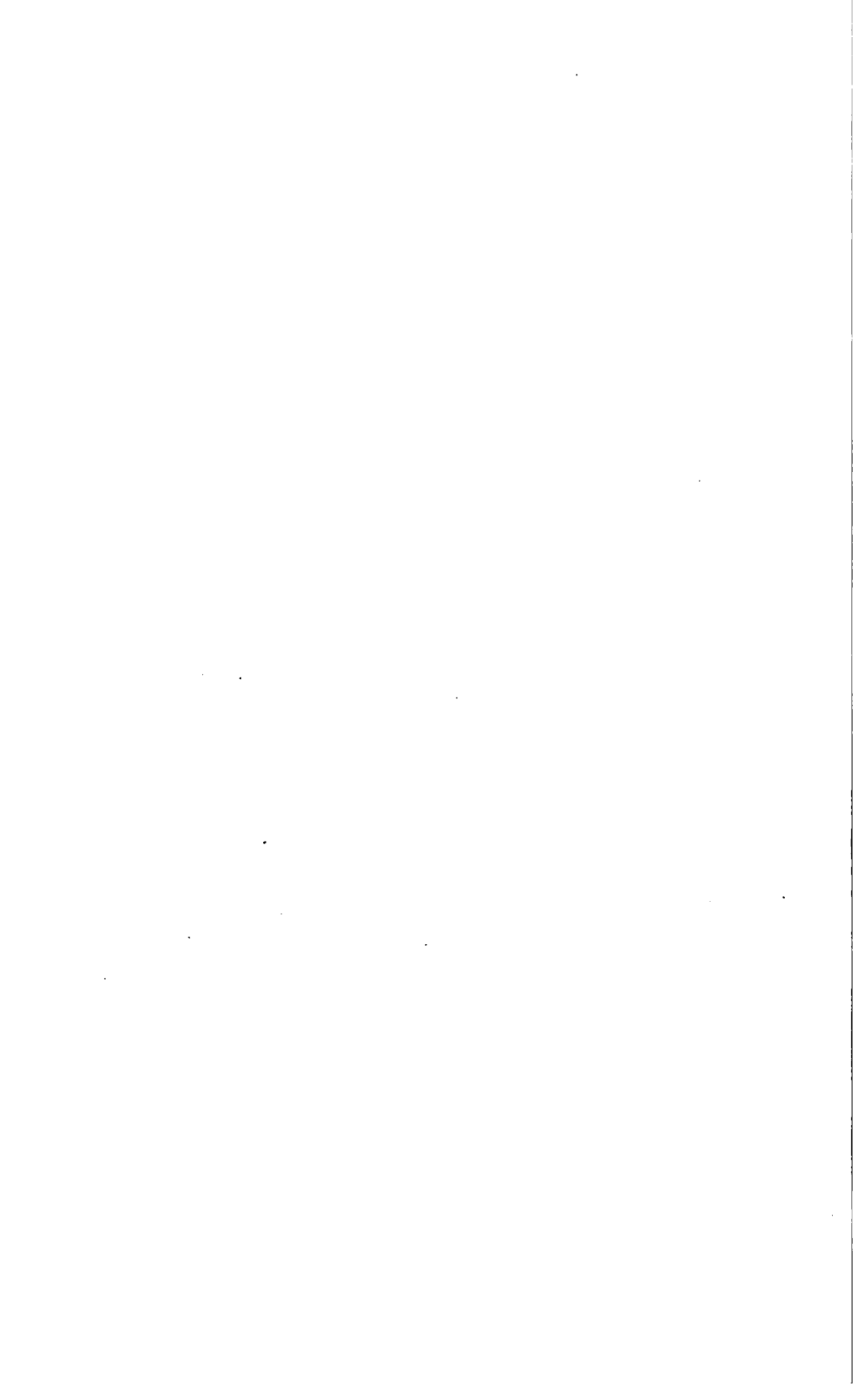
The college was under the direction of John W. Moody, A. M., B. C. L., four years; of William B. Morgan, A. M., C. E., two years, and of Benjamin Trueblood, LL. D., ten years, until 1890. President Trueblood passed from the presidency of Wilmington College to that of Penn, and out of the latter into the service of the American Arbitration and Peace Society to establish peace societies in Europe. Absalom Rosenberger, A. M., LL. B., a graduate of Earlham College, and of the law department of Michigan University, is now president *pro tem*.

The college has prospered steadily from the first. It has been the good fortune of Penn to have had several excellent professors (as well as presidents), and among later additions two are specially mentioned, Prof. Erasmus Haworth and Prof. W. L. Pearson. Prof. Haworth graduated at the University of Kansas and then received the degree of doctor of philosophy from Johns Hopkins University after careful study of microscopic petrography. He has made valuable contributions to chemical and to geological science. Prof. Pearson is an alumnus of Earlham College. He held a Hebrew fellowship at Princeton and took his master's degree there in 1885. After further study at Berlin University he accepted the alumni professorship at Penn, and excited a very marked interest in the modern languages. He was transferred to the new chair of biblical literature and exegesis in 1891.

Penn has graduated 33 scientifics, 37 classicals, and 5 philosophicals. Although it has been only eleven years since the first class took their degrees the alumni are in leading positions as lawyers, physicians, clergymen, and in legislatures. From these Penn has invited Rosa E.



PENN COLLEGE, OSKALOOSA.



Lewis, B. S., A. M., to its professorship of history and literature, and S. M. Hadley, B. PH., A. M., to its professorship of mathematics; Wilmington College, Ohio, has called Reuben H. Hartley, A. B., A. M., to its chair of Greek, and another alumnus, C. L. Michener, A. B., A. M., is professor of Greek in Haverford College, Pennsylvania.¹

The following facts give some further indication of the progress and the prospects of Penn College: (1) A chair of Greek and the department of music have just been established. (2) The citizens of Oskaloosa have recently give \$10,000 for the enlargement of the college building. (3) Within two years \$77,000 have been paid or pledged for its endowment fund. (4) Five academies in Iowa and several in other States have been made directly tributary to this college. (5) The Friends now regard Penn as their special educational institution for the Northwest, as Earlham, in Indiana, and Haverford, in Pennsylvania, are preferred for the region farther East. During the years 1891-'93 the college has acquired the use of a valuable collection of paintings, an elegant cottage has been erected on the campus for the president, the chair of physics has been established and is filled by Prof. E. H. Gifford, the curriculum has been enlarged to a full four years' course, after a preparation of three years in addition to the common school, and the attendance has doubled. A much needed ladies' dormitory is in prospect.

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II. WHITTIER COLLEGE.

Whittier was founded at Salem in 1867 and opened the next year. In 1871 it graduated a class of nine from a partial course. The next year there were said to be 85 students in the preparatory department, and 16 of them were preparing for college. In 1875-'76 it reported 200 students and five instructors, under the presidency of Hon. William Penn Clarke.²

"Hard times" were very hard on the college, and were followed by a fire in 1885, which "reduced to ashes all of the college that could burn." It was revived partially and with difficulty in 1887 and is maintained by sacrifice. Its future as a college seems to depend on the possibility of still greater sacrifices by its local friends.

It has done useful work in a preparatory, a business, a normal, and a collegiate department, but with slight emphasis on strictly collegiate studies.

¹The preceding paragraphs were written in 1890.

²Its first president, John W. Moody, had identified himself with Penn College before that time.

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METHODIST.

I. CORNELL COLLEGE.

This institution is located at Mount Vernon. "Never have I seen a lovelier landscape than that which stretches out from Mount Vernon," said Bishop Gilbert Haven. Another bishop has said recently that the beauty of that college site has been equaled only by that of Robert College, on the Bosphorus, and by one other.

ITS FOUNDER.

Rev. George B. Bowman, D. D., is justly entitled to be called the founder of Cornell College. Its success till the time of his death in 1888, is also largely due to his wise and unwearied efforts in its behalf.

"His capital was a strong body, a pure and radiant soul, untiring energy and faith, and a keen appreciation of the needs and benefits of higher education."¹ Although his own school education was very meager, such only as a farmer boy could obtain in the country schools of North Carolina sixty years ago, he was richly endowed with business energy and business sense. He could keep his own counsel as closely as Vanderbilt, and select his confidants as wisely as Washington. Discouragements did not discourage him, and his will was sometimes almost imperious.

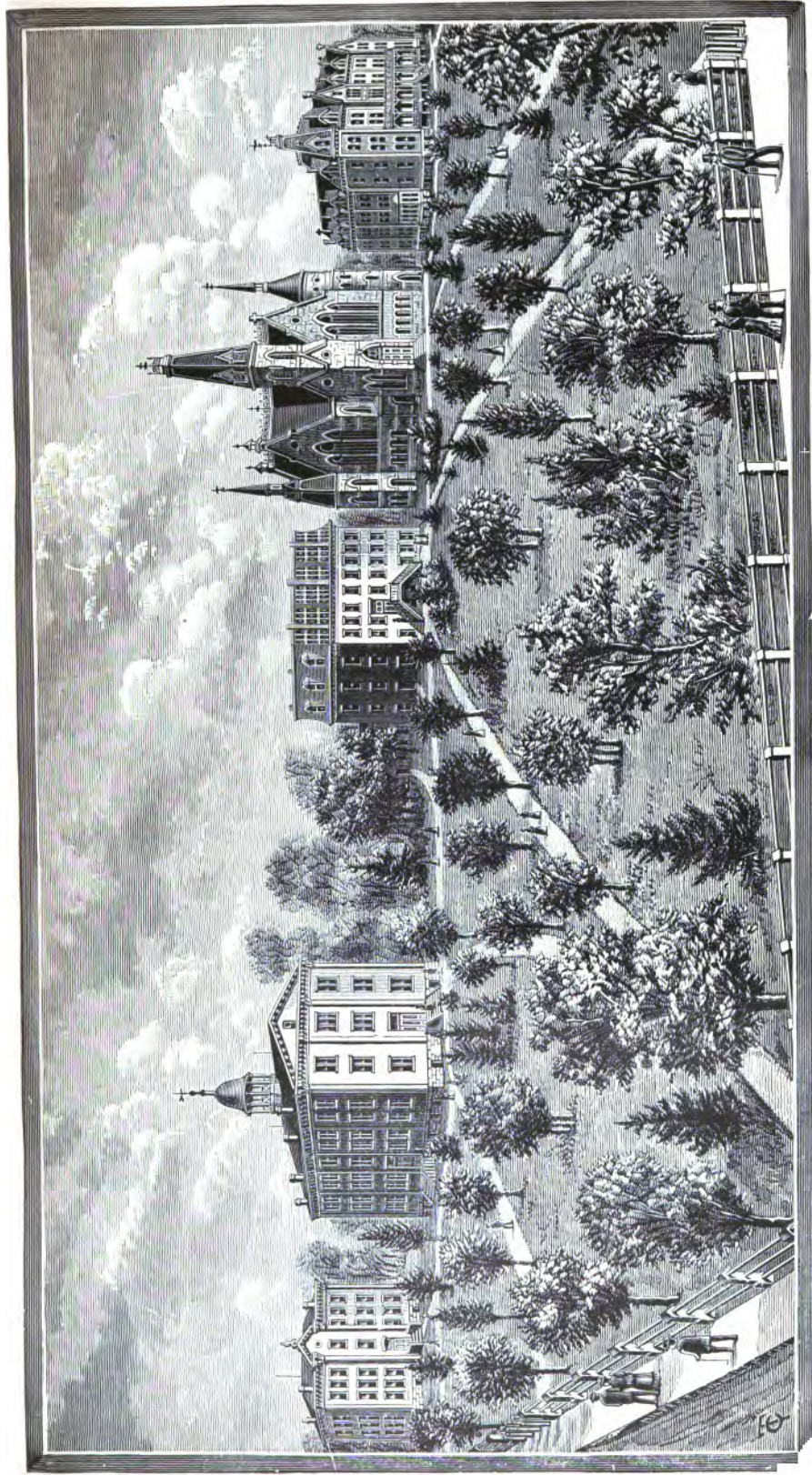
THE IOWA CONFERENCE SEMINARY.

This was the first name of the institution, and from 1853-'57. Its average annual enrollment during that time was 238. The principal, Rev. S. M. Fellows, A. M., and the preceptress, Miss C. A. Fortner, were the only teachers who remained in the seminary during its entire history. The former continued to work in the college after the seminary received that name. Rev. D. H. Wheeler, D. D., was its first professor of ancient languages. He was afterwards, and for several years, editor of *The Methodist* in New York, and then president of Alleghany College. Other early professors were Revs. W. H. Barnes, B. Wilson Smith, and Stephen N. Fellows, for twenty years a professor in the State University.

COLLEGE ORGANIZATION EFFECTED.

The seminary grew in public favor until 1857, when it was expanded into a college reorganization under the name of Cornell College, so named in honor of W. W. Cornell, esq., of New York City, a liberal-

¹ President W. F. King.



CORNELL COLLEGE.

hearted iron merchant, who was its generous benefactor, though his larger plans for the institution were cut short by an early death.

Rev. R. W. Keeler, D. D., was the first president of the college, and from 1857-'59. He was a man of commanding presence, superior ministerial talent, and deeply interested in the work of education. After resigning the presidency of Cornell he was principal of Epworth Seminary, Iowa, for five years; then occupied important positions as pastor and as presiding elder in the Upper Iowa conference. He is now dean of the theological faculty of Central Tennessee College, at Nashville.

Rev. Samuel M. Fellows, A. M., the only principal of the seminary, and second president of the college, 1859-'63, a native of New Hampshire, became, successively, a graduate, professor, and principal of Rock River Seminary, Illinois, where Hon. John V. Farwell, Governor J. L. Beveridge, Senator S. M. Cullom, and Secretary of War John A. Rawlins were educated. After spending twelve years in that seminary he removed to Mount Vernon in 1853 and opened the new institution there. His administration of seminary affairs had been so successful that he was asked to accept the presidency of the college when it was organized, but a regard for his health induced him to choose the chair of Latin. When Dr. Keeler withdrew from the college, the invitation to its headship was renewed and accepted. He held the place till his death in 1863. He was apt and inspiring as a teacher, efficient as a disciplinarian, clear, forcible, and persuasive as a speaker.

DR. KING'S PRESIDENCY, 1863 TO THE PRESENT.

Rev. William Fletcher King, D. D., LL. D., the third president of the college, was born in Ohio, though of old Virginia ancestry. He graduated at the Ohio Wesleyan University in 1857 and held a tutorship there five years thereafter. His service to Cornell commenced in 1862 as professor of ancient languages. In the next year's catalogue, where his name first appears as acting president, the total attendance is given (including preparatory and primary students) as 428; the enrollment in 1888-'89 was 592, with no primaries. In an equal ratio, at least, the reputation, the general influence, and personal value of the college work to students have advanced. His associates in the faculty unite in heartiest commendation of his services and sacrifices. First in readiness to work and first in willingness to reduce his salary (meager enough already), he has no superior in popular honor. His resignation, tendered again and again on account of overwork, has been as often laid upon the table by the board of trustees and some method of temporary relief devised.

CORNELL IN THE CIVIL WAR.

Col. H. H. Rood, a former student in the college, an officer in the Union Army, and long a college official, writes:

In no western school did the stirring events which led to the firing on Sumter

excite deeper interest than at Cornell. The entire faculty, without exception, was deeply imbued with the Union spirit. Debates, mock congresses, orations, poems, had for months been frequent, and all voiced the deep spirit of Union and loyalty which pervaded the college.

It was largely represented in the First Iowa Regiment and in many afterwards. "At least 75" enlisted between April 20 and October 1, 1861. It is not possible now to state accurately the number of students who enlisted during the war, but it included a large per cent of those of legal age. Their record was one of conspicuous gallantry. Among these were 10 captains, 6 adjutants, 10 lieutenants, and 1 quartermaster. Of 55 male graduates from 1861 to 1871, 19 were soldiers, and, of the 65 in college classes from some time in 1861 to 1864, 23 entered the Army and 3 were physically incapacitated for the soldier's life.

THE EFFECT OF THE WAR UPON THE COLLEGE.

Young men in Iowa during the years of the war turned their steps to camp rather than to college. The effect of the war upon college attendance is indicated by the number of gentlemen and ladies at Cornell. In 1861 there were 175 gentlemen, 145 ladies; in 1862, 177 gentlemen, 146 ladies; in 1863, 77 gentlemen, 136 ladies; in 1864, 166 gentlemen, 215 ladies; in 1865, 145 gentlemen, 206 ladies; in 1866, 261 gentlemen, 185 ladies. All this is very suggestive, especially the immense increase of 80 per cent of gentlemen in 1866, while the number of ladies declined more than 10 per cent.

Col. H. H. Rood writes:

Upon the whole, taking the period from 1861 to 1873, it is not probable that the total attendance or the total number of graduates was diminished by the war. The large number of Cornell students in the ranks and bearing commissions, their splendid record, their education and social qualities, united to make the college favorably known to their comrades, and they thus drew to its halls many gallant fellows who wanted a higher education when their army life was over.

In morals the effect was equally favorable. The lofty purposes, the ambitions fostered by army life, made of the student who had been a soldier not only a broader man than he would have been, but also one with a keen sense of honor and duty.

Among the alumni and trustees, some of the most faithful, earnest, and devoted friends of the college and of higher education, are those who wear the badge of the Grand Army of the Republic.

FAVORS TO SOLDIER STUDENTS.

Since the close of the war free tuition has been given in the college to all ex-soldiers and to all orphans of soldiers who have desired it, and, during much of the time, book and board bills have been equally free to these classes.

STUDENTS.

The increase of students for many years has been almost wholly in the regular college classes. The college students for the year 1888-89

are arranged in the following table according to classes, courses, and sexes.

	Classical.			Scientific.			Philosophical.			Civil engineering.			Totals.		
	Genta.	Ladies.	Total.	Genta.	Ladies.	Total.	Genta.	Ladies.	Total.	Genta.	Ladies.	Total.	Ladies.	Genta.	Total.
Seniors	7	0	7	3	1	4	5	3	8	4	0	4	19	4	23
Juniors	9	1	10	2	2	4	5	10	15	7	0	7	23	13	36
Sophomores	7	3	10	4	3	7	6	6	12	4	0	4	21	12	33
Freshmen	10	2	12	23	23	46	12	10	22	20	0	20	65	37	102
Total	33	6	39	32	31	63	28	29	57	35	0	35	128	66	194

ALUMNI.

The whole number of graduates from the collegiate course is 395. There is also about an equal number of graduates from shorter courses, as normal, art, and music. Of the alumni 161 are classicals, 133 scientifics, 67 philosophicals, 34 civil engineers. Young as they are they have already taken high rank in their different vocations and professions. "They are prominent in business and in the field of science and literature; they are judges, legislators, governors, superintendents of public instruction, missionaries, and ministers of the gospel." No college has a more loyal or more liberal alumni. They have recently endowed the alumni professorship with \$25,000. They are permitted to nominate some of the professors. They are coming back also as teachers. One of these, Prof. James E. Harlan, a graduate of 1869, is alumni professor and vice-president, "a superior teacher, of remarkable executive ability" and rare poise of character.

FACULTY.

The faculty are chosen by the trustees, but not by the year or to be changed more unceremoniously than a gentleman would dismiss his bootblack. Only two of the regular professors have left the college for any cause within the last twenty-eight years. The average term of service of the faculty has been eighteen and one-half years, a term rarely equaled. There are at present 14 regular professors in the faculty, including the president, the military professor, and 2 adjunct professors. In addition to these, 10 other teachers are employed from year to year.

Ladies have equal rights and take equal rank. From the first ladies have been admitted to the college, both as students and as teachers, on the same terms as gentlemen. Indeed, this is believed to be the first college in the country that elected a lady to a professorship on the same salary as a gentleman. Miss Harriet J. Cooke, who has been preceptress for the last twenty-three years, is also professor of history and the science of government. She is a woman of rare culture and ability as a teacher.

There has not been any noticeable general deficiency of either sex in any grade or department of their work. Ladies have not so generally elected the higher mathematics, but when they have taken them they have usually shown equal capabilities with the gentlemen. The same is true of the more difficult philosophical studies.

LITERARY SOCIETIES.

There are ten literary societies in the institution, six for gentlemen and four for ladies. Their halls are finely furnished and very attractive.

There is a constant and generous rivalry within each society and between all the societies. Great care is taken in the preparation of their weekly programmes, all of which are public and attract interested and inspiring audiences. These societies have within a few years taken two first-class and two second-class prizes in the State Oratorical Association. One reason assigned for the prosperity of the literary societies is the fact that there are no Greek fraternities in the college.

College honors were given during the first third of the history of the college, but they were so unsatisfactory in many ways that they were discontinued. Those honor students have not shown any observable preëminence over other good students of their classes.

Courses of study are as follows: (1) Preparatory, extending through three years; (2) commercial, two years; (3) normal, from one to two years of professional training for the work of teaching; (4) musical, three or four years, including vocal and instrumental and harmony; (5) art, two to four years. The last two years of music or art may be substituted in the philosophical course, during the junior and senior years, for one of certain studies; (6) collegiate, of four years. This is subdivided into four subcourses, as classical, philosophical, scientific, and civil engineering. The full classical course is as follows:

Freshman year.

First term.—Greek, Goodwin's Xenophon's Hellenica, Jones's Composition, studies in Greek social life; Latin, Sallust's Jugurthine War; mathematics, Olney's University Algebra; drawing, theory of linear perspective.

Second term.—Greek, Goodwin's Herodotus, lectures on early history of Greek political institutions; Latin, Cicero De Senectute; mathematics, Wentworth's Geometry; drawing, outlining from natural objects.

Third term.—Greek, Whiton's Lysias, studies in the development of the Athenian constitution; Latin, Horace's Satires; mathematics, Olney's Trigonometry; drawing, free-hand and shading from natural objects.

Sophomore year.

First term.—Greek, Plato's Apology and Crito, lectures on Greek philosophy; chemistry, Remsen's Chemistry, with lectures, and laboratory work. Elective: Mathematics; Olney's General Geometry and Calculus; natural science, Holder's Zoölogy; Latin, Tacitus's Germania and Agricola. Philosophy, Fisher's Manual of Christian Evidences, with lectures (2).

Second term.—Greek, Keep's Homer's Iliad, lectures on Greek ethics; chemistry, Appleton's Qualitative Analysis, with lectures. Elective: Mathematics, Olney's General Geometry and Calculus; natural science, Huxley and Youman's Physiology; Latin, Terence or Plautus. Natural science, biology (2); topical study, with lectures.

Third term.—Greek, Keep's Homer's Iliad, lectures on Greek mythology. Elective, chemistry, Appleton's Quantitative Analysis, with lectures; natural science, Gray's Lessons and Manual of Botany; mathematics, Olney's General Geometry and Calculus; Latin, Quintilian. Astronomy, topical study, with lectures (2).

Two of the four elective studies required.

Junior year.

First term.—Elective: Greek, Mather's Æschylus's Prometheus Bound, studies in Greek sculpture; German. Elective: History, Green's History of English People, with topical study; astronomy: Newcomb & Holden's Astronomy; English, David J. Hill's Science of Rhetoric, Minto's Literature, and Morris's Chaucer; physics, Atkinson's Ganot's Physics, with lectures and laboratory work; French.

Second term.—Elective: Greek, White's Œdipus Tyrannus, studies in history of Greek literature; German. Elective: History, Green's History of English People, with topical study; astronomy, Loomis's Treatise or Topical Study; English, History of Literature and Study of Masterpieces; Physics, Atkinson's Ganot's Physics, with lectures and laboratory work; French.

Third term.—Elective: Greek, Tischendorf's New Testament, studies in the history of Greek literature; German. Elective: History, Amos's Constitutional History of England, and Woodrow Wilson's Congressional Government, with topical study; philosophy, Wright's Logic of Christian Evidence; English, study of Shakespeare and American literature; physics, Atkinson's Ganot's Physics, with lectures and laboratory work; French.

Four studies required each term.

In the philosophical course mathematics and English are the same as in the classical course, either its Latin or the equivalent from its Greek is taken, and one year of German is added.

In the scientific course no Greek is taken, and substitutions may be made for the Latin of the philosophical course.

In civil engineering the studies are the same as in the scientific course except that one year of French may be substituted for one year of elective Latin.

The master's degree is conferred only upon such candidates as have met one of the following requirements: (1) Postgraduate study for nine months in a college or university. (2) Three years of professional reading. (3) Three years of reading selected from courses outlined by the faculty. A thesis also is required.

SCHOLARSHIPS.

Thirteen scholarships have been endowed with \$500 each, three of them for "worthy young women," ten for "young men preparing for the ministry."

BUILDINGS.

There are five main college buildings on the campus, and most of them three stories high.

(1) Science hall, 40 by 72 feet, exclusive of wing of half the size. This was the original seminary building. It has been reconstructed recently and fitted up for scientific and other purposes, and contains laboratories and lecture rooms.

(2) College hall, 55 by 100 feet. It consists of lecture and recitation rooms and society halls.

(3) Art hall, 40 by 70 feet, used for art purposes, and also contains dormitories for gentlemen.

(4) Chapel, 80 by 106 feet, is modern gothic in style and cruciform in plan, and one of its three towers is 140 feet high. In the first story are the library, museum, and chapel. The auditorium occupies the entire second story, and has a seating capacity of 1,600.

(5) Bowman Hall is 100 by 114 feet and four stories high—an admirable hall for ladies. It is supplied with modern appliances, hot and cold water, fire-escapes, etc. The dining hall will accommodate 180 at its tables.

The museum contains over 500 varieties of woods and grasses, 9,000 fossils, several hundred zoölogical, and over 3,000 mineralogical, specimens.

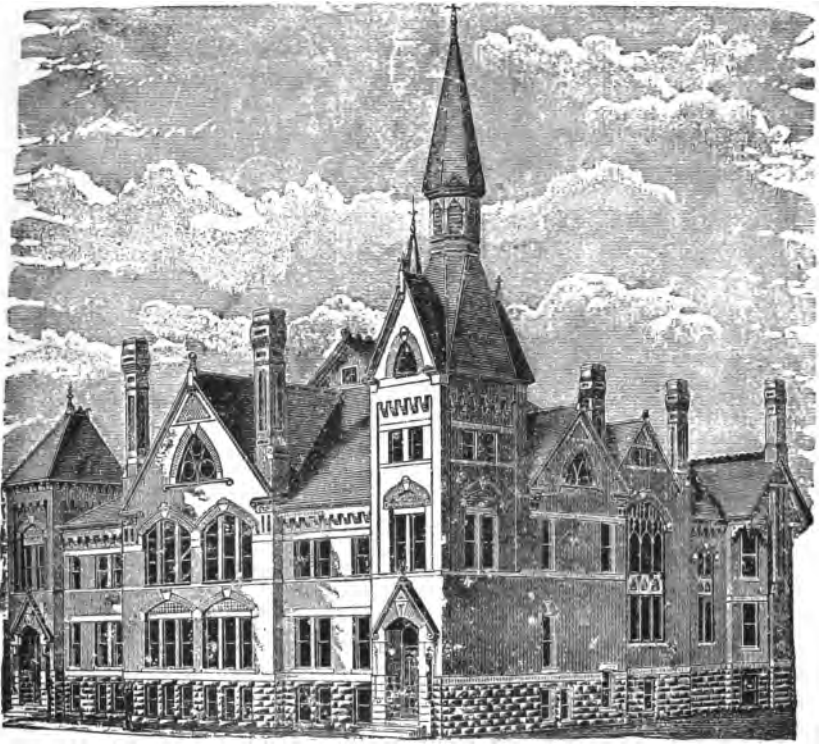
THE LIBRARY AND READING ROOM.

There are nearly 9,000 volumes in the library, selected for the use of students. Prof. W. H. Norton has endowed one alcove, and Profs. Freer, Cook, and Williams have commenced the endowment of others. The reading room is well supplied with newspapers, periodicals, cyclopædias, and other works of reference.¹

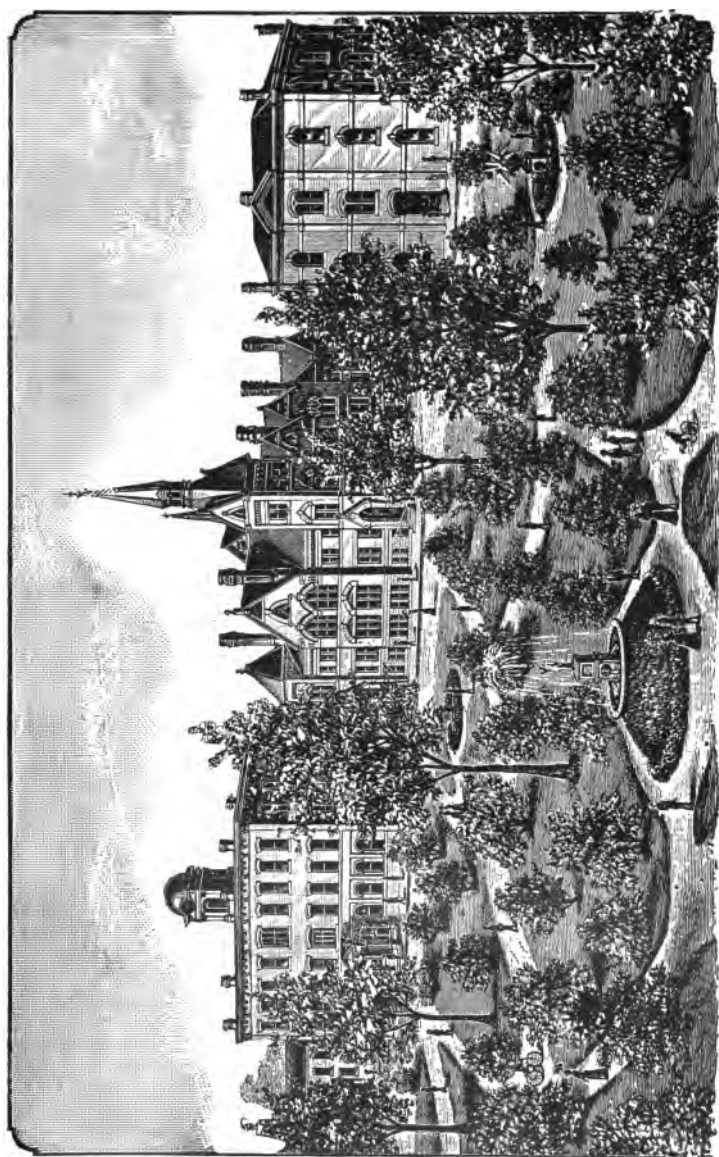
II. IOWA WESLEYAN UNIVERSITY.

This institution at Mount Pleasant was incorporated in 1855; but it is the lineal descendant and heir-at-law of the Mount Pleasant Collegiate Institute, which had been legally organized eleven years before. It is more accurate, perhaps, to say that the later university is the old institute enlarged. It has had seven distinct departments, including

¹ President King sends the following note in June, 1893: The last two years and a half have witnessed marked and healthy growth in the various departments of Cornell College. The buildings have been enlarged and greatly improved, the material appliances for instruction much enlarged, the campus extended and beautified, a park of 20 acres purchased and equipped for athletic purposes, and over \$50,000 have been added to the assets of the institution. The whole number of students has now reached 674, of whom 288 are members of the regular college classes. Fifty have reached the Bachelor's Degree in a single year. Five professorships have been established and ably filled within the last two and a half years, namely, those of geology, biology, and botany, oratory, and physical training, instrumental music and history of music, and English literature and French. The entire faculty now numbers 31.



IOWA WESLEYAN UNIVERSITY.



IOWA WESLEYAN UNIVERSITY.

those of law, theology, pharmacy, and technology, besides the musical, normal, preparatory, and collegiate. A German college is closely connected with it in instruction, though distinct in government.

Nine presidents have served the university; one of these was James Harlan, who was in the office two years and went from there to the United States Senate in 1855, where he remained till he became Lincoln's Secretary of the Interior, in 1865.

The property of the institution consists of the campus and buildings, worth \$75,000; productive endowment, \$60,000; nonproductive endowment, \$25,000, and a library of 2,500 volumes.

The total number of students in existing departments is 363. Those in college proper are classified as follows:

Collegiate.	Classical.	Scientific.	Males.	Females.	Total.
Seniors	5	5	6	4	10
Juniors	8	10	10	8	18
Sophomores	6	11	12	5	17
Freshmen	13	13	19	7	26
Unclassified			6	8	14
Total	32	39	53	32	85

The scientific course differs from the classical chiefly in the substitution of German for Greek. The freshmen in the classical course take the following studies:

First term.—Latin: Cicero, second Philippic, Pro Milone; Latin composition. Greek: Anabasis, Books II, III, IV; syntax. Mathematics: Spherical geometry and algebra. History: Myers' mediæval history.

Second term.—Latin: Livy, Book XXI; prose composition. Greek: Mather's Herodotus; prose composition. Mathematics: Loomis plane trigonometry and mensuration. History: Green's shorter history of the English people; topical study; essays.

Third term.—Latin: Selections from Seneca; Bender's Roman Literature. Greek: Homer, Book I; prose composition. History: English history continued. English language, Earle's philology of the English tongue.

Post-graduate courses have been arranged (especially in history and philosophy), which lead to different degrees, the highest of which is doctor of philosophy.

Mrs. Belle A. Mansfield, a graduate of this university, bears the honor of being the first woman ever admitted to the bar. President Elliott led the colleges of Iowa in granting a woman the degree of bachelor of arts in 1859, although he was then some sixteen years behind Oberlin College. Since 1890 Rev. Dr. C. L. Stafford has entered upon the presidency of the university, a new building has been completed at a cost of \$40,000 which furnishes an audience room for 1,200 persons, and plans are made for a ladies' dormitory. The number in attendance is now 400, and in 1893 18 have been added to its list of about 400 graduates.

III. SIMPSON COLLEGE.

The Methodist Episcopal Conference met in Indianola in 1860. In response to a petition from the Methodists of the town, they resolved "that a male and female seminary be located in Indianola," provided the citizens should erect and pay for a school building worth not less than \$3,000. They also appointed a board of sixteen trustees, who soon after adopted articles of incorporation for the seminary. They made arrangements also for the building, which was to be completed by December 1, 1861.

The moving spirits in the enterprise were Hon. George E. Griffith, Hon. George W. Jones, and Rev. J. C. Read. In a few days a plat of ground for the campus was secured and \$4,500 were subscribed for the building.

A school was opened before the completion of the building, in charge of Principal E. W. Gray, and Misses H. C. Cowles and S. A. Hanford, assistants. The catalogue at the end of the first academic year showed that there had been 40 students studying mental arithmetic; 105, written arithmetic; 70, geography; 103, English grammar; 12, higher English; 48, algebra; 16, physiology; 17, Latin. There had been a total enrollment of 184. A course of study was then published embracing Greek, geometry, and other branches deemed necessary for teachers in the best schools or for entrance into college.¹

Rev. E. H. Winans² was principal from August, 1861, to June, 1863. At the close of his first year he received the special compliment of a vote of confidence from the trustees, but the school was so small the next year that he resigned. The civil war had drawn young men into the army and driven young women often to the double work of house and farm.

At that ebb tide in the history of the school Prof. O. H. Baker, of Illinois (with his wife, Mrs. Mary R. Baker, as assistant), was invited to take charge of it. On their arrival in November, 1863, the Bakers found the lower part of the two-story seminary building unseated and unused. They met about 20 pupils³ during the first term, from whose tuition money they were to pay the expenses of the school and enrich themselves! Some half dozen of these had attained the mature age of 14 years; the others were more juvenile. During each succeeding term the attendance was slightly increased, but the year's surplus did not quite warrant the publication of a catalogue.

At the next conference in 1864 the name of the school was changed

¹ In 1861 another seminary was organized at Osceola under the care of Rev. H. B. Heacock, A. M. It was maintained two years, acquired no property, and was abandoned in 1863, when Mr. Heacock withdrew. Although near Indianola this school was never a serious rival of that, although it may have had some influence upon it.

² Prof. Gray had left his position abruptly and unceremoniously. (See Records of the Seminary Trustees.)

³ One of these is now the well-known Judge J. H. Henderson.

to Des Moines Conference Seminary. The catalogue of 1864-'65 showed 132 students in attendance, taught by five teachers. Three courses of study also appeared: First, preparatory, one year; second, scientific, three years; third, classical, four years. The preparatory required arithmetic, English grammar, three terms in Latin grammar and reader, one term each in English composition, algebra, and physiology. The scientific course included the same studies as the classical, except Latin and Greek, while the classical course required three terms of Cæsar, one of Virgil, and included algebra, geometry, trigonometry, and analytical geometry. The students that year were classified as follows: In music, 25; primary, 39; preparatory (classical, 14; scientific, 49), 63; first year (classical, 12; scientific, 5), 17; second year (classical, 5; scientific, 2), 17.

In 1865-'66 the primary department was dropped, 157 academic students enrolled, 7 teachers employed, an additional building contemplated, and a soliciting agent put into the field. The agent raised scarcely enough for his own salary, and withdrew without formal farewell. The most valuable souvenir of his agency was a walk from the public square to the school building, and consisted of a single row of slabs placed round side upwards.

After three years of such remarkable success Prof. Baker and wife resigned. They had wrought their lives into the school during those years by a sleepless activity which some teachers can well understand. They escaped financial bankruptcy from their united self-sacrifice only because Mrs. Baker's service as preceptress and teacher of Latin and French had materially lessened their expenditures. In such labor and sacrifice Simpson College took strongest root.

Rev. S. M. Vernon took charge of the seminary in 1866, and was its first salaried¹ principal. He was a brilliant preacher, though not an experienced teacher or even a college graduate. The trustees were then ready to adopt the name of college and to do college work. They even went so far as to draw up a college charter, to choose the name of Ames for the institution when thus enlarged, and to send a committee to the conference to secure their assent to the advanced step. Bishop Ames (the man whom they had chosen to honor by the college title) had forestalled this committee and had led the conference to believe that nothing higher than a seminary was then needed.

Spirited competition enlivened President Vernon's administration. The Indianola school sought the undivided support of its conference, but rivals arose. The Methodists at Sidney, at Glenwood, and at Des Moines had college aspirations. A collegiate institute was opened at Sidney. It acquired but little property, loaded itself down by the sale of scholarships, and disappeared. Glenwood had invited Prof. O. H. Baker, of Indianola, to take charge of its institute, and was urgent for

¹ His salary was \$800, much less than he had before received.

a fair share of the patronage of the conference. It had some property and the support of Methodist ministers on the slope. Des Moines offered little that was visible or measurable, but argued for delay and displayed the great expectations of the capital, expectations which have been largely realized already. Glenwood, too, if compelled to choose between Indianola and Des Moines as a location for but one seminary to be supported by the conference, was inclined to prefer Des Moines.

Indianola was aroused. She offered for the one conference college property valued at \$35,000, an endowment fund of \$25,000, and a school which had already won its spurs.

A compromise with Glenwood resulted in conference action apparently favorable to both Glenwood and Indianola, but a little later Indianola recalled Prof. Baker, and the competition of Glenwood subsided.

The college work at Indianola during 1866-'67 was highly commended, and the conference was ready in 1867 to change the name of the school to "Simpson Centenary College." Principal Vernon was chosen its first president, but he resigned a few months later, February 29, 1868. On that day Rev. Alexander Burns, professor of mathematics in Iowa Wesleyan University, was chosen president, but did not enter upon the duties of the office until the next college year, Prof. W. E. Hamilton performing presidential duties during the interim.

President Burns began his work at Indianola with the aid of such men as Prof. O. H. Baker in the chair of ancient languages; Henry C. Douthout in mathematics; Miss M. J. McKean in English literature; Miss Florence Winkley in music; Messrs. L. B. Cary and B. H. Bodley, tutors in classics, and Misses Clara Taylor and Ruth Hinshaw, and Messrs. H. B. Brown and I. G. Herron, assistants in the preparatory department. The prosperity reasonably anticipated during his presidency was but partially realized.

The annual totals of attendance during that time were 161, 190, 159, 191, 236, 243, 213, 259, 188, and 186; the nine graduating classes numbered respectively 6, 3, 13, 5, 7, 5, 6, 13, 8.

A law school was organized in Des Moines and maintained there from 1875 to 1880 which had a nominal connection with Simpson. Its 113 graduates received their diplomas from the hand of the college president at Indianola.

President Burns was a warm-hearted, enthusiastic Irishman, a fluent speaker and at times eloquent, and brought a fair, all-around scholarship from Victoria College, Canada. He had remarkable power of influencing others, for his hope and enthusiasm became contagious. Nevertheless when he resigned in June, 1879, the subscription of about \$12,000 made for the endowment fund proved nearly worthless, and annual promises to pay more than the annual income had created a debt of \$25,000.

The ides of March for the college seemed to have come. Removal to Des Moines was again agitated. One thing alone prevented that con-

summation—the endowment had been given for the college at Indianola, and, much of it, for the college only at Indianola.

It was believed that only one earthly power could reinstate Simpson College in the confidence of the people, and that power was Rev. T. S. Berry, a rare scholar and an attractive speaker. He accepted the presidency, received heartiest coöperation, and yet the attendance ran down to 55 in college and 78 in the preparatory department in 1879. In 1880 the entire attendance declined to 116, and the college lost its president by death.

The vacancy was soon filled by Rev. E. L. Parks, a graduate of Northwestern University and a good financier. A group of working, self-reliant assistants joined him in carrying the college burden, and during his term of six years the entire debt was paid off, the annual attendance rose to 301, and the teaching facilities were noticeably improved.

Prof. W. E. Hamilton next became the efficient leader of the college in which he had long been an invaluable adjutant. He was succeeded in 1889 by Rev. Edmund M. Holmes, a Simpson alumnus of 1880 and professor of Greek and Hebrew there after 1885.

An effort to secure a new science hall was commenced in President Hamilton's administration, and in eighteen months Rev. Fletcher Brown, an alumnus of the college and its vice-president, raised \$25,000 and completed the four-story building, with its printing office, library room, chemical and physical laboratory, art gallery, and several recitation and music rooms. That done, Mr. Brown turned to another \$25,000 college enterprise, and completed it January 1, 1891, by building and equipping the "ladies' hall."

The college of liberal arts has eight full professorships, and is one of five departments, the others being normal, commercial, music and art.

The four literary societies are doing a literary and rhetorical work highly valued by students and the faculty.

One hundred and sixty-two have graduated from the collegiate department, and about 5,000 different students have attended the college. Among its alumni Rev. Dr. B. H. Bodley, president of Lucknow Christian College, has won reputation as an Oriental scholar, and Miss Joanna Baker, professor of ancient languages in Simpson, as a student and teacher of Greek. Others, also, have acquired distinction as missionaries, ministers, professors, lawyers, legislators, authors, journalists, and in most honorable avocations.

The college classes in 1889-'90 consisted of 28 freshmen, 18 sophomores, 9 juniors, and 12 seniors. But little addition has been made recently to the endowment; the next great effort will be to enlarge that fund.

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IV. THE UNIVERSITY OF THE NORTHWEST.

The latest addition to the collegiate institutions of Iowa has just now¹ been opened at Morning Side, an attractive suburb of Sioux City. If a line should be drawn connecting the northeast and southwest corners of the State it would be but a very little east of Lather College at the north end and Tabor College at the south. With these exceptions the University of the Northwest is the only institution for higher education in that northwestern part of the State.

The erection of this new university may seem to some to be mistake number five for the Methodists, for it is "under the general auspices" of that church. Its founders are Revs. Wilmot Whitfield, D. D., Ira N. Pardee, Robert C. Glass, William Whitfield, and Messrs. E. C. Peters, A. S. Garretson, James A. Jackson, Edward Todd, J. F. Hopkins, George Eisentraut, Alexander Elliott, and Edward Haakinson.

The university starts out with property in hand valued at nearly \$450,000, a sum twice as large as was realized from the national endowment of the State University, and many times as much as any similar institution in the State had in sight at first. Only one other college can claim that amount even yet.

The departments already opened are the commercial, preparatory, college of liberal arts, didactics, law, medicine, music and art.

The college of technology, erected at a cost of \$35,000, is the only university building in use at present. The college of liberal arts is rising through its first story, and \$30,000 have been expended upon it.

The chief officials of the general faculty are: Rev. Wilmot Whitefield, D. D., chancellor; Rev. R. C. Glass, A. M., dean of the college of liberal arts and professor of mental and moral philosophy; F. M. Harding, B. S., B. D., dean of the college of commerce and professor of political economy; J. C. Gilchrist, A. M., dean of the college of didactics; Edwin J. Stason, LL. B., secretary of the law department; Mrs. Emilie Mallory, director of the conservatory of music; William Jepson, M. D., secretary of the medical faculty.

The history of the university is almost entirely in the region of prophecy, nevertheless, if the beginning is half of the whole, its future is not uncertain.

V. UPPER IOWA UNIVERSITY. J

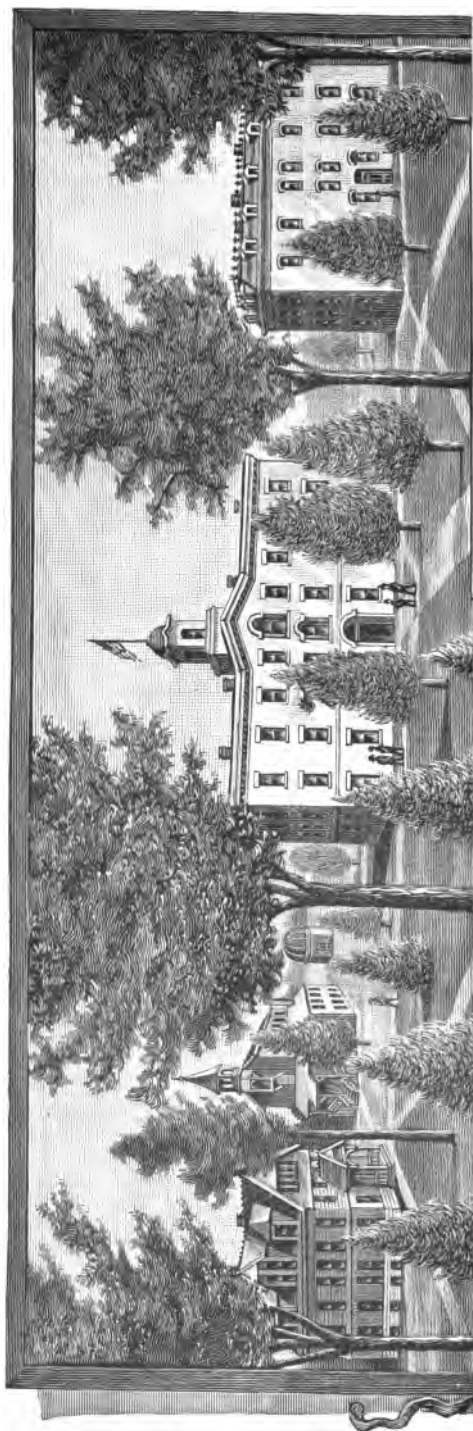
The origin of this university is attributed to the enterprise and liberality of Messrs. S. H. Robertson and Robert Alexander. They commenced a movement as early as 1854 to secure a seminary in Fayette. They were so far successful that one was opened there in 1857 in the immediate care of the Upper Iowa Conference. Rev. William H. Poor was its first principal, and Rev. Lucius H. Bugbee succeeded him, holding the position from 1857 to 1860.

¹ 1890.



UNIVERSITY OF THE NORTHWEST, SIOUX CITY, IOWA.





UPPER IOWA UNIVERSITY.

That school became the Upper Iowa University in 1858, and was duly chartered in 1860. Rev. William Brush, D. D., was its president from 1860-'69; Rev. Charles N. Stovers, A. M., 1869-'70; Byron W. McLain, PH. D., 1870-'72; Rev. Rhoderic Norton, A. M., 1872-'73.

Rev. J. W. Bissell, A. M., D. D., took charge of the institution in 1873 and has remained at its head ever since. A Canadian by birth, an American in sympathy, and classical by education, he became the professor of ancient languages in Northern Indiana College at the age of 24. He came to Iowa in 1871 as a Methodist minister, and was called to the presidency of Upper Iowa University at the age of 30. Since then the university buildings have increased from one to three, and its work is now done in commercial, art, music, normal, preparatory, and collegiate departments. It has about 4,000 volumes in its library, its real estate is worth about \$50,000, and its productive funds are less than \$15,000, and this for the education of over half a thousand¹ students.

If upper Iowa has a hunger for gold let no modern Horace pronounce it accursed. It has heroic perseverance, and "it" is President Bissell.

The collegiates of 1889-'90 were classified as follows:

	Classical.	Latin science.	Scientific.	Literary.	Total.
Freshmen.....	5	11	44	2	62
Sophomores.....	3	6	15	5	29
Juniors.....	5	5	7	2	19
Seniors.....	0	3	11	3	17

The following are the studies in the freshman year:

CLASSICAL COURSE.

Fall.—Latin, Cicero De Senectute et De Amicitia; Greek, Anabasis, Composition; Mathematics, Geometry, Wentworth.

Winter.—Latin, Horace, Odes; Greek, Anabasis, Composition; Mathematics, Geometry, Wentworth.

Spring.—Latin, Horace, Satires; Greek, Herodotus; Mathematics, University Algebra.

LATIN SCIENTIFIC.

Fall.—Latin, Cicero De Senectute et De Amicitia; German, Schiller, Mathematics, Geometry, Wentworth.

Winter.—Latin, Horace, Odes; German, Lessing; Mathematics, Geometry, Wentworth.

Spring.—Latin, Horace, Satires; German, Gœthe; Mathematics, University Algebra.

SCIENTIFIC.

Fall.—Literature, American Classics; German, Schiller; Mathematics, Geometry, Wentworth.

Winter.—Literature, English Classics; German, Lessing; Mathematics, Geometry, Wentworth.

¹ Its numbers have risen from 246 to 540 during the last six years.

Spring.—Literature, English Classics; German, Goethe; Mathematics, University Algebra.

LITERARY.

Fall.—Literature, American Classics; German or Music; Mathematics, Geometry, Wentworth.

Winter.—Literature, English Classics; German or Music; Mathematics, Geometry, Wentworth.

Spring.—Literature, English Classics; German or Music; Mathematics, University Algebra.

A post-graduate course in history, political and social science, leading to the degree of doctor of philosophy, has been arranged.

PRESBYTERIAN.

I. COE COLLEGE.

From its earliest days Cedar Rapids has had the good fortune which liberal-minded friends of higher education always bring to a community.

Coe College traces its moral and historic origin back about forty years to a school opened in his own house by Rev. Williston Jones in 1851. Cedar Rapids Collegiate Institute was organized soon after with the support of such business men as George Green, Sampson C. Bever, S. D. Carpenter, John F. Ely, and others. In 1853 Daniel Coe, of Greene County, N. Y., made a conditional pledge of \$1,500 to be expended under the direction of Presbyterians for evangelical education in the West. About that time lands bequeathed by Lewis B. Parsons, of Buffalo, N. Y., had an influence in changing the name of the school to Parsons Seminary. Hope for aid from the Parsons bequest eventually declined and the Coe gift was of manifest service. The school then became Coe Collegiate Institute, and finally, in 1881, Coe College.

The endowment of the college has come chiefly from the Coe donation of land, and amounts to about \$80,000, with a portion of the land worth \$50,000 unsold. A Sinclair memorial fund of \$20,000 created by the friends of the late Thomas M. Sinclair awaits the erection of a library building or a chapel.

The campus of 10 acres has two buildings upon it; the one 120 feet by 40 feet and four stories high is for general college purposes; the other, Williston Hall, is a home for young ladies.

The college consists of the preparatory department, the special course department, and the collegiate, which includes classical, Latin scientific, and general scientific courses. Students who complete the classical course (which is substantially the common one) receive the degree of bachelor of arts. In the Latin scientific they omit the Greek of the classical course, and carry other studies farther than in that course and receive the degree of bachelor of philosophy on completing it. The general scientific course contains French and German in place of the

classical Latin and Greek, and the graduates from it receive the degree of bachelor of science. A liberal choice of electives is offered after the sophomore year.

Prizes are given for excellence in oratory, the classics, physical science, botany, English, and in mathematics. The college gives free tuition to the student who comes with the highest honors from any academy or high school in the State, if his studies there have fitted him to enter the freshman class.

The college laboratory, library, and museum are fairly well supplied and the large Masonic library, reading room, and museum, in charge of Prof. T. S. Parvin, have been opened to college students.

A winter course of lectures on current topics by persons not connected with the college has become a noteworthy feature.

There are now (1890-'91) 4 juniors in the college, 8 sophomores, and 19 freshmen. Rev. Stephen Peet, D. D., was its first president, who was succeeded in 1887 by Rev. James Marshall, D. D. President Marshall occupies the chair of mental and moral sciences; Rev. Robert A. Condit, A. M., of ancient languages and literature; Seth E. Meek, M. S., of natural sciences; Clinton O. Bates, A. B., of physical sciences and higher mathematics; Miss E. Belle Stewart, of Latin and mathematics in the preparatory department; Miss Mitzi Leeb, of modern languages and literature, and Miss Alice King, lady principal, teaches English literature and history.

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II. LENOX COLLEGE.

Lenox College, at Hopkinton, is the oldest Presbyterian college in Iowa; was chartered as Bowen Collegiate Institute in 1856, rechristened as Lenox Collegiate Institute in 1864, in honor of James Lenox, a liberal friend of the school, and in 1884 assumed its present name. Messrs. H. A. Carter and Leroy Jackson led in laying its foundations. A substantial two-story brick building was so far completed for its use that the school was opened in it in 1859, and the death of Alexander College permitted Prof. Jerome Allen to become the principal of the new institution. His first assistants were Mr. Orman E. Taylor from Kimball Union Academy, New Hampshire, and Miss Lucy A. Cooley from Claverack College, New York.

Over 100 students entered the first year and studied English, Latin, Greek, and other branches. The standard of the school was high. Nevertheless a class was ready at the end of one year, to take up college work. The expenses were adapted to the hard times following 1857. The circular for the second year announced that "the total ex-

pense for board, room, fuel, lights, washing and tuition will not exceed \$100 a year."

It became evident to the friends of the school at this time that in order to provide for its permanency and secure an endowment, some religious body should assume its supervision. After considerable discussion, which was attended with not a little personal feeling, the Synod of Iowa of the Presbyterian Church, O. S., accepted this care and appointed a board of trustees, consisting of nine members, but it was not until 1864 that the legal title to the property was vested in the synod. During the year 1861 William G. Hammond, LL. D., was added to the faculty. Dr. Hammond afterward became the distinguished dean of the law faculty of Iowa University, and is now holding the same position in Washington University, St. Louis.¹

The civil war, and especially the call for enlistments for a hundred days, depleted the college. Its president, Rev. J. M. McKean, entered the Army in 1864 as captain of a company in which all but four of the college students enlisted. A monument on the campus records his death in the service, also that of 46 of his students. From this college 92 went into the war, probably a larger proportion than from any other school in the State, and the college certainly suffered the largest proportionate loss by deaths.

The number of students in attendance rose before the war to 120 during a single term, and has been as much as 200 a year at times since then.

Lenox did not claim full college rank at the first. As late as 1873 its revised articles of incorporation provided only that its grade of instruction should be high enough to prepare students for the sophomore class in the best colleges of the United States, and for the second year in the best ladies' seminaries. Since then the curriculum has been revised and extended, and made in every respect equal to that of the best average college of the State.

The college is not very strong in numbers or in financial resources. Its proximity to rival institutions is not helpful to the college at Hopkinton. It enrolled 137 in 1889-'90, of whom 80 were in college proper. It has had the service of teachers who stand first in much larger institutions in Iowa and beyond it: Prof. Jerome Allen, PH. D., its first presiding officer, and now a professor in the University of New York City, and Dr. William G. Hammond, of Washington University, have been named already. Two of its former professors, Samuel Calvin, A. M., and Thomas H. McBride, A. M., have been honored members of the collegiate faculty of the State University of Iowa, the one since 1873, the other since 1878. They served the smaller college as successfully as they have since served the university.

The college campus and building are worth \$15,500, and its productive endowment is about the same amount. The alumni and former students have undertaken to provide a ladies' boarding hall, and the building is near completion.

¹ MS. letter of Prof. Jerome Allen.

III. PARSON'S COLLEGE.

Lewis B. Parsons, sr., was born at Williamstown, Mass., in 1798, and was a son of Capt. Charles Parsons, an officer in the Revolutionary War. Mr. Parsons made large investments in Government lands in Iowa, and at his death in 1855 left a portion of them for the foundation of a Presbyterian college. The following is an extract from his will:

Having long been of the opinion that for the usefulness, prosperity, and happiness of children, a good, moral, and intellectual or business education, with moderate means, was far better than large, unlimited wealth, * * * and having long been convinced that the future welfare of our country, the permanence of its institutions, the progress of our divine religion, and an enlightened Christianity, greatly depend upon the general diffusion of education under correct moral and religious influence, and having, during my lifetime, used, to some small extent, the means given me by my Creator in accordance with these convictions, and being desirous of still endowing objects so worthy as far as in my power lies, I do therefore * * * give and bequeath the residue of my estate * * * to my said executors and the survivors or survivor of them, in trust, to be by them used and expended in forwarding and endowing an institution of learning in the State of Iowa.

The wishes of the testator were complied with sympathetically by his sons, Gen. Lewis B. Parsons, jr., Charles Parsons, and George Parsons. They canvassed the question of location long and cautiously. Several towns entered into an earnest competition to secure the college. Fairfield was one of these. It had the advantage of a fine site, a superior community, and an honorable educational history. A branch of the State University had been located there as early as 1849, had long been aided in its educational progress by such men as Hon. Christian W. Slagle, and it was then the home of such a college friend as Senator James F. Wilson. The citizens of the town invited it with pledges of over \$29,000. They secured it in 1875. Classes were organized immediately.

The first class graduated in 1880. In 1889-'90 there were 194 students in attendance, representing six different States. There were 24 in the musical department, 69 in the preparatory, and 115 in the collegiate. The latter were classified as seniors, 15; juniors, 11; sophomores, 33; and freshmen, 56; and also as classicals, 59; scientifics, 46; and partial course students, 10.

The preparatory course extends through three years. Candidates for either the classical or the scientific course in college must take Latin during the three years, geometry two terms, and algebra to quadratics, while two years also of Greek are required of the classicals. Scientifics take a larger number of elementary sciences in place of the Greek.

In college, electives appear in the sophomore year. Among the required studies are two years of Latin, eight terms (eight-thirds of a year) of physical science, four each of natural and mathematical, three of mental, and two of political science for either a bachelor of arts or a bachelor of sciences degree. The classicals must take Greek two years (with the

option of another), and during that time the scientifics study German. Provision is made for other studies also, and among them for five terms of French. The first enlargement of the courses seems likely to be in the direction of history and English literature.

The classical freshmen take the following studies during their first term: Biblical instruction—Old Testament history, 1 hour a week; English—rhetoric, 2 hours a week; Latin—Livy, Roman history, 4 hours a week; Greek—Lysias, Homer, history, 4 hours a week. mathematics—higher algebra, 5 hours a week.

POST-GRADUATE DEGREES.

At present a graduate of Parsons College, of three years' standing, engaged in scientific, literary, or professional pursuits, is entitled upon application to receive the appropriate second degree. The second degree and the college diploma may be secured by a graduate (of three years' standing) of Parsons College, or of any other college of equal grade, who satisfactorily completes any four lines of post-graduate study as prescribed, in ancient languages, modern languages, literature and history, mental and moral sciences, physical and natural sciences, mathematics, and in political and social science. The diploma is granted on the further conditions that a graduate of Parsons pays five dollars, and a graduate of any other college pays fifteen dollars, when he commences his post-graduate study, and that the final examination shall not be given in less than two years after that time. A thesis is to be submitted as a part of the examination in most lines of study.

The following are given as specimens of these post-graduate courses:

Ancient languages.—Virgil, fifth and sixth books; Cicero, *De Natura Deorum*; Horace, Three Epistles and Three Satires; Lucretius, *De Rerum Natura*, first and second books; Thesis—The Philosophies of the Romans as Taught by the Different Schools. Herodotus, chapters VII and VIII; Æschylus, *The Persians*; Curtius's Greece, Books II and III; Grote, chapters XXX–XLVI; Thesis, subject to be assigned.

Mathematics.—Analytical geometry, Wentworth. Surveying, calculus, differential and integral, Wentworth. Comte's Philosophy of Mathematics.

THE ENDOWMENT, ETC.

The endowment consists of some \$36,500 from the Parsons bequest, about \$40,000 from Gen. L. B. Parsons, jr., and gifts and pledges from others, making the total about \$125,000.

Ten \$500 scholarships have been endowed in full or in part, and two legacy bonds of \$2,000 each have been executed to endow still others.

The members of the collegiate faculty in present service are: Rev. Ambrose C. Smith, D. D., president and professor of mental and moral sciences; R. A. Harkness, PH. D., professor of Latin; Rev. Hervey B. Knight, M. A., mathematics; W. J. Seelye, M. A., Greek; A. H. Conrad, M. S., natural sciences; J. E. Williamson, M. A., physical sciences and

mathematics; W. A. Wirtz, B. A., instructor in modern languages; J. V. Bean, M. D., lecturer on anatomy, physiology, and hygiene; Rev. J. F. Magill, D. D., instructor in biblical history and evidences.

UNITED BRETHREN.

WESTERN COLLEGE.

Western College was originated by an annual conference of the church of United Brethren at Muscatine in 1855, and was designed to be the one college of that body in the Northwest. A donation of \$6,000 determined its immediate location on the prairie 8 miles south of Cedar Rapids, where it was opened in 1856.

While there its presidents were: Solomon Weaver, 1856-'64; Rev. William Davis, 1864-'65; M. W. Bartlett, 1865-'66; Homer R. Page, 1866-'67; E. C. Ebersole, 1867-'68; and Rev. E. B. Kephart, beginning in 1868. In 1875-'76 there were 37 students in the college proper and 182 in its preparatory and commercial departments.

In 1880 railroads were near Western, but not likely to be nearer than 3 miles. The college was in a district still rural, in the vicinity of competitive institutions which were more easily accessible and better endowed. Even President (now Bishop) Kephart, one of the most popular and most scholarly men in the denomination, could not materially increase its endowment while at that point or overcome the general embarrassment from the location. The college was removed to Toledo in 1881, when ex-Senator Kephart resigned the presidency of Western for the bishopric of the United Brethren.

William M. Beardshear accepted the presidency in 1881 and held it till 1889, when 19 professors and instructors in the college were teaching 402 students. A Christmas fire destroyed the main building and its contents in 1889. Its very prompt restoration by the liberality of the friends of the college, and especially of those in Toledo, made 1890 memorable.

The catalogue of 1889-'90 contains the names of 375 students in the five literary, business, and art departments of the college. Of these, 19 are college seniors, 10 juniors, 19 sophomores, and 19 freshmen.

Ten courses of study are offered, including a preparatory course of three years, classical, scientific, philosophical, literary, and normal courses of four years each, and a post-graduate course of three years. The preparatory course covers a portion of the literary and normal courses.

The freshman year in the classical course is devoted to Greek (Anabasis, Herodotus, and the Iliad), Latin (Livy, Horace, and Quintilian), mathematics (algebra completed, geometry of space, trigonometry, and surveying), rhetoric, and inductive Bible studies. The philosophical course substitutes German or French for the Greek of the classical course, and includes more philosophy than the scientific course.

Special courses of reading (additional to the courses of study) are offered. Students who maintain an average grade of 90 per cent in their studies, and at the same time complete these courses of reading, will receive special recognition by having inserted *cum laude* in their diplomas.

The library contains about 3,000 volumes. The productive endowment is now \$65,000, yet \$85,000 have been added to the general endowment fund. The growth of the college is demanding increasing funds, while a debt is causing some anxiety.

The following-named persons constitute the faculty of 1890-'91: J. S. Mills, A. M., PH. D., president, professor of mental and moral science; A. M. Beal, A. M., vice-president, Tama County, professor of natural science; H. W. Ward, B. A., professor of ancient language and literature; B. M. Long, A. M., professor of English literature and history; W. H. Reese, PH. M., professor of pedagogy and principal normal department; E. F. Warren, M. A., professor of mathematics; E. B. Kephart, A. M., LL. D. (bishop U. B. Church), lecturer on Christian evidences; Hon. L. G. Kinne, LL. D., lecturer on elementary and criminal law and the law of real property; Hon. E. C. Ebersole, A. M., lecturer on constitutional law; E. R. Smith, B. S., M. D., lecturer on physiology and hygiene; J. A. Ward, B. S., director of the business department and professor of bookkeeping and commercial law; J. M. Eppstein, director of conservatory and professor of music; Miss Ella Mobley, instructor in drawing and painting; L. F. Loos, instructor in German; Miss Luella Pickett, instructor in shorthand and typewriting; E. F. Warren, M. S., librarian; A. M. Beal, A. M., curator of the cabinet; H. W. Ward, B. A., secretary.

UNDENOMINATIONAL.

AMITY COLLEGE.

Rev. B. F. Haskins in the early part of 1853 completed the plan which resulted in the foundation of Amity College. He proposed that a company should purchase a tract of Government land and settle on it as "a colony of Christian reformers," and that they should found a college where both sexes should be educated, manual labor should be encouraged, and all reformatory (especially antislavery) principles should be inculcated.

From April, 1854, to November, 1855, committees explored Iowa, Missouri, and Kansas, and then located the colony and the college at what is now called College Springs, in Page County.

In 1860 the college owned over 6,000 acres of land, a one-story frame building 22 feet by 28, and an unfinished two-story brick building 40 feet by 50. The first class in the "academic department" was organized in 1857, but all that was academic soon disappeared in the common school of the place. Efforts to develop "college" life abounded in

failures until the college was incorporated, in 1871, and indeed until Rev. A. T. McDill, a graduate of Monmouth College, took charge of the struggling school in 1872. The advent in 1873 of Prof. Adam Grimes, a former student of Iowa College and a specialist in mathematics, is noted as an epoch in the development of the institution. During the five years of Mr. McDill's presidency the attendance is said to have increased greatly (though the highest number of students in any one year was 106), the "interest-bearing credits" rose to \$22,000, and the unsold college lands were valued at \$18,000.

The best building on the campus was erected in 1883 at a cost of \$25,000, is well furnished, and heated by steam. The buildings and grounds are now worth \$30,000 and the productive endowment is \$42,500, and more than one-fourth of this has been added during the presidency of Rev. Dr. T. J. Kennedy. The number of students in its commercial, music, art, normal, scientific, and classical departments was 319 in 1889-'90. Of these those enrolled in the college classes were as follows:

	Classical.	Scientific.	Normal.
Seniors.....	1	5	.....
Juniors.....	5	4	.....
Sophomores.....	2	2	23
Freshmen.....	2	28	.....
Total.....	10	39	23

The studies for the classical freshmen are:

First term.—Cicero's Orations (4 books), Anabasis (6 weeks), Memorabilia (6 weeks), Practical Ethics (Janet), plane trigonometry (4), history of England (3).

Second term.—Horace's Odes and Satires, Memorabilia, spherical trigonometry and surveying, general history (Greece and Rome), (4).

Third term.—Horace's Satires and Art of Poetry (3), Homer (Keep's Iliad, books 1-2), analytical geometry, general history (mediæval and modern), (4); Latin and Greek prose composition, and reading at sight during the year. Rhetoricals each term.

The scientific course in college requires the same time as the classical, but one year less in preparation.

The fourth year (senior) normals take the following studies:

Plane trigonometry, chemistry, political economy, English literature (American authors), chemistry, laboratory work, spherical trigonometry and surveying, logic, English literature (English authors), astronomy, evidences of Christianity, English literature (English authors), review of primary studies.

Students who complete the normal course with a general average for each term of not less than 8, and who sustain a good moral character, will be entitled to a normal diploma, and with the addition of six terms in Latin they will be entitled to the degree of bachelor of didactics.

The college faculty consists of Rev. T. J. Kennedy, D. D., F. S. SC., president and professor of mental and moral science and Latin; S. S. Maxwell, M. S., professor of the natural sciences and curator of the

museum; Ernest B. Skinner, A. B., professor of mathematics and political science; L. A. Sahlstrom, A. B., professor of Greek and modern languages; Mrs. Adelaide Coe Skinner, PH. M., professor of English literature and didactics; Miss Hallie Patrick, B. MUS., instructor in preparatory studies; Miss Jennie Littell, instructor in painting and drawing; Miss Hallie Patrick, B. MUS., professor of instrumental music, piano and organ; O. J. Penrose, M. ACCTS., principal of Amity Commercial College and professor of bookkeeping, commercial law, and business practice; Mrs. O. J. Penrose, instructor in elocution, type-writing, and shorthand; Miss Damaris Wright, instructor in vocal and orchestral music.

Amitonian Academy, at Greenwood, Mo., is practically a second preparatory department of Amity College, and is in the care of F. W. Dunlap, B. S. It occupies what was formerly called Lincoln College, and enrolled 39 students last year.

The history of Amity College will be found in its catalogues and in the history of Page County.

CHAPTER X.

NECROLOGY.

Iowa pioneers had a passion for education. It embraced everything from the alphabet to the summit of the university. Their successors in the State have been like them. A recent writer has said that Iowa has suffered from the efforts to create a college in every town of any size.¹ It is true that men influenced by local or larger ambitions have sacrificed treasure with and without permanent visible results; nevertheless Iowa has gained rather than lost by these sacrifices. These college deaths have not been cessations of educational life. Here, as elsewhere,

"There is no death. What seems so is transition."

Those higher ambitions have aided in creating the Iowa school system and the living colleges of to-day.

The institutions which they projected, and yet failed to maintain, have been very numerous, and especially in the earliest settlements. Of the fifty incorporated during the twelve years between 1838 and 1850 only two now exist under their original name: namely, Denmark Academy and Iowa College.

The period of rapid settlement was eminently the industrial period of Iowa history, and preëminently the period when manual-labor institutions were popular. There was not so much inquiry then as now how to connect the manual industries with the public schools. The scholars were learning enough of those at home. In the secondary or higher schools, however, the pupils must be among strangers. Manual labor there would help to pay their expenses and keep them in sympathy with manual laborers everywhere. The supply met the demand. The name did not always indicate this labor feature of the academy or college. The institution did not always engage to furnish the labor that might be desired, yet the teachers, at least, were *ex officio* agents to secure it.

It will be impossible to name all these institutions which did much good work during a few years of rising hope and then of increasing despair, and still more impossible (if that were conceivable) to notice all those that were merely opened, or organized, or chartered. Specimens only of early, though not in all cases the earliest, institutions may be mentioned.

¹ Harper's New Monthly Magazine for July, 1889, p. 173.

ALEXANDER COLLEGE.¹

This college was established by the Synod of the Presbyterian Church of Iowa (Old School), in the year 1853, at Dubuque. Its preparatory department was opened in the fall of 1854, in the former residence of Mr. James L. Langworthy, on the corner of Locust and Twelfth streets, with an attendance of about 50, under the active management of Rev. A. H. Kerr, A. M., and Mr. C. W. F. Wullweber, A. M. The general supervision was given to Rev. Joshua Phelps, pastor of the Presbyterian church in Dubuque, as president, elected by the synod, but who never took any active part in the work of instruction during the life of the school.

At the beginning of the second year, Prof. Jerome Allen, then principal of the academy at Maquoketa, Iowa, was added to the faculty. Profs. Kerr, Wullweber, and Allen conducted the school for the years 1855 and 1856. The faculty elect, as it appeared in the catalogue, contained the names of Dr. C. C. Parry, of Davenport, and Rev. Samuel Newbury, but neither ever gave instruction or received any salary, although Mr. Newbury acted as financial agent for a year. Efforts were made in 1855-'56 to put the college on a firm, pecuniary foundation, the result of which was a site of about 4 acres was obtained, mainly through the liberality of Dr. J. W. Finley, located on the bluff, a mile from Main street. A building 100 by 50, four stories high, was commenced and so far completed as to be roofed and two rooms partly finished, when the financial crisis of 1857 put a stop to all further building. In this condition the structure stood for over ten years, a habitation of bats and birds, and a melancholy monument to injudicious zeal and financial disaster. During the year 1857 the school was taught in the two partly finished rooms of this building by Profs. Allen and Kirkpatrick.

Profs. Kerr and Wullweber having resigned, the first becoming pastor of the Presbyterian Church at St. Peters, Minn., and the second opening a law office in Dubuque, at the end of the year 1857 the school finally closed its doors and Alexander College added its name to the long list of dead institutions in the Mississippi Valley. During the life of this school, it enrolled more than 200 different students, most of whom were in the preparatory departments, but it organized both freshman and sophomore classes. Its standard of instruction was always very high, and many of its students became eminent during the civil war, and since that time in business and professional life. Its school work was a marked success, and its influence must be counted as an important factor in shaping the educational work of northern Iowa, especially when it is remembered that during most of its life the public-

¹ This sketch is very kindly furnished by Prof. Jerome Allen, one of the professors in the college and now professor of pedagogy in the University of the City of New York.

school system of Dubuque was unorganized, and that this was the first and only school of high grade in successful operation north of Dubuque before the civil war.

It failed to live long, but it did not fail to do its duty while it existed.

DAVENPORT FEMALE UNIVERSITY.

This university had some characteristics of an educational balloon at its origin, during its existence, and at its collapse. A volume published in 1855 notices it as follows:

This institution still in the first year of its history is the only female seminary in the United States which, in the character and extent of its instruction, is founded upon the broad basis of a university.

By the scheme of its organization provision is made for (1) twelve professorships in the sciences and letters; (2) two professorships upon the professions of the sex; (3) one professorship upon conversation and proprieties; (4) one professorship upon the trades taught in the universities; (5) one professorship upon domestic economy and domestic duties.

By the scheme of its organization provision is also made for granting eighteen species of diploma.

The university is designed to supply not only the great wants in the female educational systems of the times, but the wants of divers classes of our countrywomen, the wealthy as well as the indigent, genius as well as mediocrity.

The character and extent of the instructions, unapproached as they are by any female institute in the country, do not constitute, however, the only evidence of superiority. The university, while it takes the title of a great school of industry and learning, does not overlook the interests of those who have claims upon its beneficence. Accordingly it opens its halls, with scarcely a shadow of tribute, to those who seek its groves.

The daughters of the clergy, without regard to faith, are entitled to tuition at half the established prices * * * provided they board with the principal.¹

The exact location of this remarkable institution is not easily discovered, and it is said to have disappeared as suddenly as it came into view. The railroad had just reached the Mississippi. Iowa contained only about 300,000 people. There was no urgent demand by Iowa girls for "eighteen species of diploma." They had no occasion to leave the prairies to obtain the best of instruction in domestic economy and domestic duties.

The name of this university does not appear in the Davenport directory of 1856. The State suffered nothing by its advent, perhaps nothing by its exit.

THE LADIES' COLLEGE.

The Ladies College (known later as Mount Ida Female College) was opened in Davenport, May 2, 1855. Its proprietor at one time was T. H. Codding, esq., at another, Rev. M. M. Tooke. The college building (still standing) was of brick, 120 feet in front, 80 in depth, and four stories high. The campus embraced the entire block on the bluff on Third street between College and Bridge avenues.

¹ N. H. Parker's "Iowa as It Is," pp. 246-249.

The aim of the college was "to prepare young ladies for the active, practical duties of life * * * by a judicious combination of mental, moral, and physical training." Its proprietor said: "The manner of teaching will be the most approved and improved known in our country or in Europe."

The college faculty consisted of T. H. Coddington, principal, and Mrs. M. A. Coddington, Rev. F. L. Dudley, Miss Adeline Hayes, Miss Amelia R. Gue, Miss Mary J. Welles, and Miss Sarah A. Dudley. In 1856 150 students were enrolled. It was not a financial success, and was discontinued before the civil war.

IOWA FEMALE COLLEGIATE INSTITUTE.

Articles of incorporation were recorded for an institution bearing this name at Iowa City, July 29, 1853. It was to be under the auspices of the Independent Order of Odd Fellows of Iowa. It was founded on "the same broad and liberal basis" and was to enjoy "the same freedom from every species of sectarianism which distinguishes that order."

A perpetual scholarship was offered to every lodge which should contribute \$100 to its funds, and for an equivalent contribution from an individual a scholarship for twenty years, or during his natural life, was promised. By this arrangement, its originator said, "we hope to be able at some future day to offer free instruction to all poor orphan daughters of the order in the State. This, indeed, is a primary object had in view by the board in the establishment of their institution, and will not be lost sight of in their future plans."

A very gratifying success rewarded the labor of collecting funds. The city council of Iowa City donated a site for the college building in September, 1853; the corner stone was laid October 27 of that year. "The project had the confidence of the community." Money came in from lodges and from individuals while the walls of the building were rising. The money and pledges amounted to over \$6,000, and the walls rose till the first story was completed. It seemed very certain that the entire building would be completed in the autumn of 1855 until the life of the institute, Rev. A. Russell Belden, was prostrated by disease. His death, in August, 1855, was practically the death of the enterprise, although it was not definitely abandoned till a few months later.

Notices of the institute may be found in Parker's Iowa as It Is in 1855, and in Hon. H. W. Lathrop's Historical Sketch of Kosciusko Lodge No. 6, I. O. O. F., Iowa City.

HUMBOLDT COLLEGE.

This institution has attracted more public attention and seemed at one time to represent larger assets than any other in Iowa ever did that is now, perhaps, hopelessly closed.

Rev. S. H. Taft, a Unitarian gentleman, thought that there was room and demand for one college, at least, in Iowa which should be

distinctively Christian and yet as manifestly undenominational. He had led a colony from New York and located with it at Springvale in 1863 at the place now known as Humboldt. He began to agitate for his ideal college as early as 1865.

He induced such men in Iowa as Hons. C. C. Cole, C. C. Carpenter, B. F. Gue, John Scott, J. F. Duncombe, J. C. Bills, William Ingham, and Austin Adams to become trustees of the college. Most cordial assurances of interest in the effort were obtained from such eminent Eastern gentlemen as President Thomas Hill and Rev. Drs. A. P. Peabody, James Freeman Clarke, Rufus Ellis, Edward E. Hale, and J. H. Morrison. Iowa soil was rich, but Iowa men were not, consequently only a few thousand dollars were raised in this State. Eastern friends, especially Eastern Unitarians, responded generously, one lady¹ giving \$6,000.

Some 80 acres of land were obtained for the college, a marble college building was erected at Humboldt at a cost of \$40,000, a library of 1,300 volumes was collected, and property valued at \$100,000 accumulated.

English, preparatory, and collegiate courses were arranged and a school was opened in 1872 and maintained several years. In it at times President Taft, aided by three teachers, gave instruction to 111 pupils. Success in the class room, however, was disaster to the treasury, for increasing numbers necessitated increasing expense without a corresponding enlargement of income, since free tuition had been promised to 100 pupils. A debt of \$15,000 had been incurred and secured by a mortgage on college property; some benevolent men east and west desired to know somewhat more definitely what ideas would be represented by the institution before they invested largely in it; questionings concerning the financial management arose in influential quarters; the inflow of sympathy and assistance was checked, creditors asserted their legal rights, and immediate college hopes vanished in 1880.

The building has been used for school purposes occasionally since then; the last time by Mr. W. M. Martin. It still stands as a monument to generous plans and benevolent effort. Rev. S. H. Taft has been called the "father and the mother of the college." He carried it in his arms and in his heart while it lived, and mourns its loss parentally now that it is dead. He labored for it heroically and unselfishly, and will be remembered gratefully as one who has done much for education and for high moral ideals in the State, even though he has not accomplished all that he most desired.

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¹ Mrs. Anna Richmond, of Providence, R. I.

COLUMBUS SEMINARY.

Glenwood was a flourishing village and a county seat in southwestern Iowa in 1858. Columbus Nuckolls, a capitalist, and Loudon Mullen, a business man, projected a rival for it 3 miles to the eastward, and named the rising town Loudon. A school, an embryo college, seemed essential as an attraction for the best to become its citizens, and it was hoped that the Methodists would take charge of the school.

Omaha was then almost invisible, and Council Bluffs was a hamlet 20 miles away. Loudon grew rapidly and seemed to many to be the coming city of the Missouri Valley. Houses clustered around the seminary building as it went up, but alas! "before the last story of the proud building was finished a terrific storm leveled it to the ground. It was rebuilt; but a second time, before it was completed, a storm demolished it. These misfortunes greatly discouraged all concerned. The boom exploded, bickering and jealousies arose, as often happens when evil overtakes an enterprise. Columbus and Loudon were in hard luck. The treasury exhausted, faith dead, and confidence wrecked, a panic ensued. As told by an eye-witness, the scene that followed beggared description. Contributors, anxious to get as much as possible of what they had put into the seminary building, came in wagons drawn by horses, by mules, or by oxen, swooping down upon the prenascent 'university' and loaded it in and carried it to the four quarters of the county. Thus ended 'Columbus Seminary,' and to-day the plowboy turns up the soil for a cornfield where the ephemeral 'Loudon' once stood."¹

THE COMEDY AT BROOKS.

An effort to build a Methodist college at Brooks, on the Nodaway, was made soon after the failure at Loudon. It was so far successful that a two-story building was erected, a president engaged, and his library sent forward in a single box, though the gentleman himself failed to appear. The books became a circulating library and the college building, like the best preserved palace of Tiberius on Capri, was, at last advices, a cow stable.

ALGONA COLLEGE.

Father Taylor was the chief founder of Algona College, although it was started in the name of a stock company. It was opened to students in 1868 and offered to the Methodists in 1870. That denomination was not in haste to adopt it, for other places in the Northwest were disposed to give pledges of local assistance to secure a Methodist institution. Their final conditions with Algona were, that when the people of Kosuth County should pay off the debt on the building and raise an endowment of \$20,000 they would assume the care of the institution.

¹ MS. letter of Prof. O. H. Baker.

At the request of the college trustees the Methodist conference chose a president for the college in 1871. Prof. O. H. Baker accepted the office and undertook the double task of raising the funds required by the conference and carrying on college instruction. Aided by Rev. B. C. Hammond, he visited the sod houses of Kossuth County and in six weeks secured pledges from its large-minded people nearly covering the amount desired. Those who now reside in Algona speak in the highest terms of the instruction given in the college during those busy months, so full of hope, and especially of the work of Prof. Baker and his accomplished wife. It was almost, perhaps altogether, preparatory for college, embracing the ancient and modern languages, sciences, and literature.

Unavoidable disaster was awaiting them. The grasshoppers came down on all northwestern Iowa year after year. Those pioneer farmers were made bankrupt. Some fled from their new homes; those who remained were on the verge of starvation. College pledges could not be redeemed. Those penniless men constituted the Methodist conference, and it, too, was unable to carry the institution through that plague of locusts. Prof. Baker was forced to abandon the enterprise in 1875, and the property soon after changed hands.

Should a monument be erected to the memory of Algona College, it would be proper to inscribe upon it, "Slain by grasshoppers."

SPRINGDALE SEMINARY.

The years before and immediately after the enactment of the school law of 1858 was the era of private schools. Many of these were subsequently merged in public schools. The seminary at Springdale, in Cedar County, is a substantial representative of a considerable number of these during their transition period.

A group of Friends residing at Springdale and interested in the religious education of their children (as Friends always are) maintained a private school for several years. The public school system was assuming such completeness and attaining such success that it was becoming manifestly desirable to remove every obstacle to its further progress. Yet private schools in many localities were making well supported public schools an impossibility in their vicinity. The Friends at Springdale fully appreciated all this, and in 1867 made an arrangement to secure for themselves the advantages of both the private and the public school.

(1) A new independent district was organized according to the laws of the State.

(2) The Friends of Springdale Monthly Meeting donated some \$3,000 to the independent district.

(3) In consideration of this gift the officers of the independent district made a written contract with the Monthly Meeting (which was legally incorporated for the purpose) to the effect that (a) a religious

meeting under the care of the Monthly Meeting should be held in the schoolhouse during school hours once each week; (b) a committee of the Monthly Meeting should have an equal influence with the officers of the district in the selection of teachers. The arrangement satisfied every voter in the independent district for a considerable time. Objection was made at last and the Monthly Meeting surrendered its guaranteed privileges, and the district retained the donation.

There is some evidence that there are still public schools in which an influence just as distinctively denominational is exerted and even that money has been appropriated by districts for the direct support of denominational schools. There is no other case probably where a denomination has done so much for a public school and received so little from it as at Springdale, where a high school has been carried apparently to a higher grade than at any other point so eminently rural.

CHAPTER XI.

THE HIGHER EDUCATION OF WOMEN IN IOWA.

By RACHAEL C. CLARKE, A. M., *Smith College.*

It is a suggestive fact that of the fifteen institutions in Iowa bearing either the name college or university all admit women, and all have women on their teaching force. That there are no institutions of the higher education distinctively for women is characteristic of the State. And the fruits of the method are the homes in which man and woman are equal partners in economy, property rights, business, and pleasure.

And yet, though there are so many colleges endeavoring to give women the higher education, it is necessary to consider what is meant by higher education before special mention can be made of any of them. If the standard as established by the conservative institutions of the East is the accepted one, then many of the colleges will be found wanting; for aspirations and scheduled courses of study do not make culture. There is yet "the knowledge of the best that has been thought and said in the world;" and this knowledge can come only where the appliances for its attainment are above the average. So long as the condition exists that a teacher comes to an institution finding only three hundred books in the college library and finding that library not particularly well selected, and yet the only one in town, just so long must means for culture be crude.

But while allowance has to be made for the weakness of youth, for lack of appliances, and above all, for lack of abundant funds, still there are some schools that in the face of these disadvantages are doing excellent work. Parsons College, though new, does superior work in some departments; Cornell College, at Mount Vernon, under the control of the Methodists, is pushing to the front, while Iowa College, at Grinnell, under the Congregationalists, the State Agricultural College, at Ames, and the State University, at Iowa City, are recognized as the best schools of the State.

The history of the admission of women to Iowa College is an interesting one. Some thirty years ago nine of the girl graduates of the Davenport High School petitioned, as they were financially unable to go to the seminaries in the East, to be allowed to recite with the college classes then meeting in Davenport before the removal of the college to Grinnell. Some of these girls were daughters of the trustees.

The privilege of recitation was finally granted them, and a three years' course was made out similar to that of seminaries. It is needless to add that in good time the question of graduation and diplomas was a vexed one. But that adjusted itself. The so-called "ladies' course" has, however, proved something of a check to higher education, for it required less of preparation than did the regular college course. So soon as the student was admitted to it she was obliged, though lacking adequate preparation, to recite with the regular college classes, scheduled also for the "ladies' course." Later the ladies' course was remodeled, enlarged from three to four years and called the literary course. It now requires the same preparation that the other courses require, and has in itself been solidified, so that it leads to the degree of bachelor of literature, and this is taken by men as well as by women. Previous to this change and despite drawbacks, more than a hundred women took as full a course as was offered them, and held their own in the class room. The statistics recently compiled by the lady principal of the college show, as seen by the following quotation, the rate of progress. She says:

In the fall of 1884 there were 6 young women working in the degree courses and 35 in the ladies' course; there are now 65 in the degree courses and but 18 in the present so-called old literary course, which is yet itself not the oldest literary course, viz, that called the ladies' course. That is, while there were then 14 per cent of the young women regular students in the college doing full collegiate work, there are now 79 per cent in full collegiate work.

In the first forty years of the history of Iowa College, but 19 women received degrees. In the last four years 15 have received degrees and this number will be increased next June by the 13 of the present senior class, who are now in degree courses. Of this number 3 were persons who had completed the old literary course and, not satisfied, had returned to make up the full course and take the degree. From this year on no person will be admitted to any but degree courses.

The college is especially fortunate in its attractive buildings, less than ten years old, its excellent laboratory, its astronomical observatory, fitted with a telescope having a lens fresh from the hands of Alvin Clark. The library is small, but many of the 15,476 volumes are well selected and well established in pleasant and comfortable rooms. It was, however, a matter of surprise to the writer to find that the library is open only five hours a day. Surely the value of a library lies partly in the ease with which students may have access to it.

While the work at Grinnell is taking the direction of work in long-established institutions, that at the agricultural college trends differently. The aim of the institution is to offer an opportunity for the thorough study of the sciences and industries. Mathematics, physics, chemistry, botany, zoölogy, civil and mechanical engineering, are the departments which are amplified and extended, while literature and the languages are given but limited place. Greek is not included in the course of study. Latin is an elective, and one man is at the same time professor of English literature, history, and Latin.

A course in domestic economy is offered to the women in the college classes. The circular states that—

The department or course is based upon the belief that no industry is more important to human happiness than that which helps to make home and that a pleasant home is an essential element of broad culture and one of the surest safeguards of morality and virtue. It was organized to meet the wants of pupils who desire a knowledge of the principles that underlie domestic economy and the studies are specially arranged to furnish women instruction in applied housekeeping and in the arts and sciences relating thereto, to incite them to a faithful performance of the everyday duties of life, and to inspire them with a belief in the nobleness and dignity of true womanhood.

The president of the college says with regard to the women students:

We usually have about 70 young ladies each year to about 220 or 230 young men. All our courses are open to ladies and they are more or less in our general science course, and civil engineering course, in addition to the regular ladies' course. From the natural incongruity they are not in the veterinary, agricultural, or mechanical engineering courses, though they take some of the studies in each. Every encouragement is given to the women here, and as a rule they do quite as good work as the young men.

The discipline of the college, I believe, even with the dormitory and boarding system as a necessity, to be on the whole less difficult and perplexing than if ladies were not here. With a single exception there has been nothing in the way of rudeness, roughness, and violence so common where young men alone board and room in large numbers together in college buildings.

The State University, at Iowa City, aims to do true collegiate work, although its standard does not allow it to rank with the institutions in the Association of Collegiate Alumnae. It has from the first offered women equal opportunities with men. The women graduates of the State University have been classified as follows:

Normal department.....	128
Collegiate department.....	173
Law department.....	9
Medical department.....	30
Homeopathic medical department.....	29
Dental department.....	4
<hr/>	
Total.....	370

The departments of law and medicine are so really excellent and afford so good opportunities for women desiring professional education that they should have at least a word in passing.

In the collegiate department five courses of study are indicated. These are the scientific course, the philosophical course, the classical course, the course in civil engineering, and the course in letters.

It was the aim of the faculty to make these courses as nearly equal in difficulty as possible. The scientific course includes, besides the sciences, French and German and the English language and literature, but has no place for Latin. The philosophical course offers specially German, Latin, history, English literature, psychology, and the history of philosophy. Of 48 students in the senior class 19 are women. Of

these, 10 elect the philosophical course, 8 the scientific, 1 the classical. Out of 52 juniors 15 are women; 6 of these take the philosophical course, 5 the scientific, 4 the classical. Of 64 sophomores 18 are women; 9 take the scientific course, 9 the philosophical. Of 99 freshmen 39 are women; 15 take the scientific course, 22 the philosophical, 2 the classical.

A decided statement comes from a member of the faculty to the effect that the women have always held their own with the men. A few years ago a professor kept a record of the standing of the young men and the young women separately. When the averages were made out their difference was an infinitesimal fraction.

Young women at the university are not a little hampered by the lack of material aids for the university has but few desirable buildings. One of these is the astronomical observatory, furnished with a telescope constructed by Grubb, of Dublin; a portable astronomical transit instrument, by Mr. Würdemann, of Washington, D. C.; a prismatic sextant, No. 234, by Pistor & Martus, of Berlin, and several various forms of spectroscopes.

The chemical and physical building, in process of construction, promises to be admirably adapted to its purpose.

In 1885 the natural science building was opened. Here an excellent zoölogical museum representing several valuable collections is on exhibition.

"The libraries of the university," so states the circular, "contain in the aggregate about 24,000 volumes. The general library contains 20,000 volumes and is accessible to students of all departments during six hours of every day. Books may also be drawn for outside use."

The main building of the University is the old State capitol. It is barnlike, unattractive, and uninspiring. The university depending as it does upon the general assembly for its income is painfully limited. Within two years a legislator expressed himself by saying that \$10,000 a year was money enough to run any institution, twice as much as his farm was worth. So long as this condition of mind continues among the legislators and so long as the university is allowed but \$85,000 annually the State of Iowa can not hope to have a university to compare with Michigan University.

It is remarkable that in these coeducational institutions women have unequal faculty rank with men. At the State university, for example, no woman holds a professorship. The woman who is called "assistant professor of the Greek language and literature" entered her work as a substitute for her brother upon his death. At the expiration of the year, although she did her work every whit as well as he had done, she was made assistant, with an instructor's rather than a professor's salary. And in Iowa College, while the lady principal has great responsibility and every consideration of respect, including a vote in faculty and full charge of a college department of study, she has \$300 less sal-

ary than the professors, and the trustees have this spring refused to confer upon her professorial rank. The writer of this paper wishes here to enter her warmest plea that the best interests of the girls in these institutions demand the supervision and friendship of a woman of intellect, culture, and tact. A few such women are to be had, but they know their worth, and would refuse to enter the work without adequate compensation and all the rights of a professor, including the faculty vote. They know the weight these things have with students. And in a State where society is as it is here the value of the best kind of a woman in the faculty is incalculable.

Most of the institutions in the State calling themselves colleges or universities, besides those previously considered, are no more than secondary schools. It is lamentable that the dignity of secondary work has so little recognition. Iowa needs preparatory schools, schools that will not only do preparatory work, as our so-called colleges are forced to do, but that will have the courage openly to say that this is what they are doing. One purely preparatory school has now been maintained for four years—Miss Clarke's school for girls, in Des Moines. It has already prepared students for Vassar and Wellesley colleges and has students in course of preparation for Smith College.

Many of the colleges and universities are, moreover, denominational. In Des Moines, for example, there is the Des Moines College, under the control of the Baptists, and Drake University, under the management of the Church of the Disciples. Both these schools are doing a kind of work for young country people, but both of them lack appliances necessary to advanced research. The Des Moines College has, however, within the last year been reorganized upon a distinctively advanced principle—that is, it is the only college of the denomination in the State. This denomination has already established one or two preparatory schools for the college, and its intention is to establish others as fast as possible.

As to denominational schools in general, the argument of a famous professor at the University of Michigan, that a sectarian school develops the individuality of the denomination, is perhaps the argument that can best be urged in its favor. And in turn one can but wonder if the individuality thus developed tends to the broadest and highest altruism.

Another point has specially come to sight in the preparation of this paper, and that is the expenses of students. One college announces the general expenses for each term as follows:

Board and furnished room.....	\$27 to \$42
Fuel and lights.....	3 to 4
Tuition and incidental fee.....	11 to 12
Books	2 to 5
Washing	2 to 4
Total.....	45 to 67

It also states that "some of our most worthy and successful students rent rooms and board themselves at still lower rates. By the economy of this method they sometimes make the entire expenses for a term as low as \$20." The economy of the method is doubtful. There are now many graduates of colleges in this State who know that they owe an enfeebled digestion and a permanently impaired physique to the days of starvation in student life. It is for a woman an especially serious matter thus to lay the foundation of nervous exhaustion and prolonged invalidism. It can be but little short of a crime that in a land where nutritious food ought to be provided too many of the tables which are set for our young people would not bear the inspection of a medical officer.

The problem is not so very difficult of solution. More ample provision in the way of scholarships would aid worthy and indigent students. It would not be an impossible matter year after year to establish scholarships if the alumni of the institutions could be roused to a more vital interest in the institutions from which they were graduated. Then the general solution of inexpensive education for the masses might come through the university extension system. While ordinarily we should be unable to secure Johns Hopkins lecturers, yet each small town has enough professional men to establish regular courses of lectures at low rates of tuition. By utilizing all available material, both permanent and transient, the machine would be not perfectly equipped, but at least working toward the great end for which coöperation machines in England and the East are already working.

We could thus dispense with some of our inferior institutions. Enthusiasm aroused, we should find our young men and women as interested in advanced study by lectures as were the miners of an English town who walked home from lectures, a distance of 5 miles, twice a week. Once, on returning home, a river had overflowed and they were obliged to go through water up to their waists, but they persevered in attending the lectures, and took the examination that would have been a credit to them at Cambridge University had they been allowed to compete there, and then, in their own town, repeated the lectures which they had heard. We may, if we undertake to advance this system, cease to merit the reproach conveyed in the answer of a laboring man from England who was seen in Ohio by a tourist. When asked how he liked this country he replied that as a mere animal he could exist here better than in England, but that he missed the Cambridge lectures so seriously that he did not feel as if he could make this country his home.

CHAPTER XII.

EDUCATIONAL AUXILIARIES.

Although the special object of this monograph is to notice the institutions of Iowa which are called "schools," it may be permissible to acknowledge that the high educational rank of the State is not due entirely to these. Among other educational agencies of the State the *press* deserves highest honor. Whether industrial, literary, political, or religious, it has advocated the best that could be done educationally in the State or for it. No party or sect has sustained a press antagonistic to any degree of education which the State should choose to provide or which private benevolence was inclined to maintain.

Iowa claims a full share of the honor which Prof. James Bryce concedes to America when he says:

Nowhere in the world is there growing up such a vast multitude of intelligent, cultivated, and curious readers. It is true that, of the whole population, a majority of the men read little but newspapers, and many of the women little but novels. Yet there remains a number to be counted by millions who enjoy and are moved by the higher products of thought and imagination; and it must be that as this number continues to grow, each generation rising somewhat above the level of its predecessors, history and science, and even poetry, will exert a power such as they have never yet exerted over the masses of any country.¹

It will be acknowledged that Iowa men read the annual millions of pages of its newspapers,² and Iowa men read Walter Scott, Dickens and George Eliot. It will also be claimed that both men and women read much more than these. Iowa is not a small buyer of weeklies, monthlies, quarterlies, and bound volumes from both sides of the Atlantic.

READING AND CHAUTAUQUA CIRCLES.

Historic and literary clubs, unions for the study of economic and social science, are enriching the thoughts and conversation of multiplying groups in Iowa towns and cities.

It has already seemed necessary to notice the influence of scientific associations on schools in favored localities. Agassiz associations of boys and girls in country and in town are promoting original observations of nature and a more diligent study of books.

¹ Bryce's *American Commonwealth*, II, p. 714.

² Of the 912 regular publications in Iowa, 1 is a quarterly, 44 monthlies, 692 weeklies, and 51 dailies.

All this wider reading, all these literary and scientific unions, are stimulating adults to create enlarged educational facilities, and inspiring the young to utilize them more eagerly.

The following have been some of the distinctively school journals of the State: The District School Journal, Dubuque (R. R. Gilbert, editor), known also as The Iowa Journal of Education, 1853-'56; The Voice of Iowa, Cedar Rapids (J. L. Enos, editor), 1857-'59; The Literary Advertiser and Public School Advocate (Rev. S. S. Howe, editor), Iowa City, 1859-'60; The Iowa School Journal, Des Moines, 1860-'75; The Iowa Instructor, 1859-'62; The Common School, Davenport, 1874-'77.

The leading educational papers at present are monthlies: The Central School Journal, Keokuk, founded in 1877, which has a circulation of 8,350; the Iowa Normal Monthly, Dubuque, commenced in 1877 and now having a circulation of 5,000; and the new Iowa School Journal, Des Moines, and now in its fifth volume.¹

Most colleges also, and some smaller schools, have special organs, conducted by students. A large number of small papers in the interest of local schools have been maintained for varying periods. At present educational journals from Boston to San Francisco are patronized liberally in Iowa. In addition to these, educational columns are opened by enterprising newspaper publishers, and some of the best teachers are filling them.

THE STATE TEACHERS' ASSOCIATION.

This is the most influential educational organization outside of the school system. The first meeting of what may be called the State Teachers' Association was held May 10, 1854, at Muscatine. It was at the time when immigration was at its flood tide, in the year when 961 men and 772 women taught in 1,520 schools, for which there were in the State 1,005 school houses. The call for it had been issued by D. Franklin Wells (then in charge of the Muscatine public schools) and seventeen other teachers. The officers then elected were—President, Hon. J. A. Parvin, Muscatine; vice-president, Rev. Daniel Lane, Davenport; recording secretary, D. Franklin Wells, Muscatine; corresponding secretary, Rev. Samuel Newbury, Dubuque; treasurer, Prof. G. W. Drake, Oskaloosa; executive committee, Rev. Samuel Newbury, Dubuque; G. B. Dennison, Muscatine; Rev. W. W. Woods, Iowa City; Prof. D. S. Sheldon, Davenport; Prof. H. K. Edson, Denmark. Some of these, though sympathizing with the movement, were not present at the meeting.

The real work of the association began with its second session, which was held at Iowa City, December 27-28, 1854, and when such teachers as D. F. Wells, of Muscatine; James L. Enos, of Cedar Rapids; William Reynolds, of Iowa City; Samuel Howe, of Mount Pleasant, and others,

¹ Ex-superintendent Henry Sabin's monthly, "Iowa Schools," is the youngest of Iowa school journals and has no superior. It takes the place of the School Journal and The Schoolmaster.

took part in the exercises.¹ The president, Hon. John A. Parvin (then a member of the State legislature and later of the constitutional convention of 1857), delivered his inaugural on *The Necessity of Universal Education*. Prof. Jerome Allen, then of Alexander College, Dubuque, had picked his way across prairies and through rivers to speak on *The Utility of Chemistry*, nevertheless a heavy cannonade of set speeches was not in order at that meeting so much as the fusilade of discussion at close quarters with teachers, and especially with the legislators who lingered in Iowa City during the holiday recess of the State legislature. The few teachers there were men of one idea, one at least, and each man desired to press that one upon the immediate attention of fellow-teachers and of lawmakers. Rarely, if ever, did members of this association have a smaller or a more inspiring audience. Only eighteen days before that meeting convened in the hall of representatives the oath of office had been administered in the same place to James W. Grimes when he entered upon his first term as governor. In his inaugural on that occasion he had said:

Its [the Government's] greatest object is to elevate and ennoble the citizen. It would fall far short of its design if it did not disseminate intelligence and build up the moral energies of the people. * * * To accomplish these high aims of Government the first requisite is, ample provision for the education of the youth of the State.

The echoes of these words and of others even more emphatic from that inaugural had scarcely ceased when those teachers entered that legislative hall. Advanced steps in education were impending. The men who must take the initiative in the general assembly were before them. The teachers led off in educational plans and resolutions. The legislators too were neither inattentive nor silent. One of the teachers then present says that each of them "seemed to have a school plan of his own and considered the time propitious for relieving himself of his knowledge of common-school science."

The results of that conference of teachers and lawmakers were doubtless of importance unsurpassed by any subsequent meeting of the association. The legislature provided for free schools soon after, and teachers and people soon organized graded schools. That meeting may not have originated that educational revival; it is evident, at least, that those men were among its leading evangelists.

For some reason the next meeting, which was to be held at Davenport September 4, 1855, was a failure, but an educational convention in

¹ One young man sat silent in that convention who never repeated the offense. He had come from Illinois, had crossed the Mississippi River at Savannah and in the utmost peril, and then, with a lunch in his pocket, had walked over almost houseless plains to Iowa City. That silent peripatetic was so pleased with the convention and with the State, and others were so pleased with him, that he was soon known as C. C. Nestlerode, of Tipton (Iowa) graded school, president of the State Teachers' Association, and one of the editors of the school journal established somewhat later. Thenceforward he made life interesting to those whom he loved to call "the school killers of Iowa."

Iowa City June 16-18, 1856, effected a permanent organization under the constitution (somewhat modified) of the association of 1854 which has since borne the name and been regarded as the continuation of that earlier body. Its purpose was, as then said, to "carry into efficiency the present private and public school system of education in the State of Iowa." Arrangements were then made which resulted in the publication of the Voice of Iowa as the organ of the Teachers' Association and of the State superintendent.

Later meetings of the association can receive no detailed notice. The presidents of the association, with the dates and places of meeting, have been as follows:

1854, Muscatine and Iowa City, J. A. Parvin; 1855, no meeting; 1856, Iowa City and Muscatine, J. L. Enos; 1857, Dubuque and Iowa City, D. F. Wells; 1858, Davenport, C. C. Nestlerode; 1859, Washington, F. Humphrey; 1860, Tipton, D. F. Wells; 1861, Muscatine, A. S. Kissell; 1862, Mount Pleasant, C. C. Nestlerode; 1863, Grinnell, M. K. Cross; 1864, Dubuque, H. K. Edson; 1865, Oskaloosa, Oran Faville; 1866, Cedar Rapids, L. F. Parker; 1867, Des Moines, M. M. Ingalls; 1868, Keokuk, T. S. Parvin; 1869, Marshalltown, W. M. Brooks; 1870, Waterloo, Jona. Piper; 1871, Council Bluffs, J. S. Buck; 1872, Davenport, S. N. Fellows; 1873, Iowa City, L. M. Hastings; 1874, Des Moines, A. Armstrong; 1875, Burlington, J. H. Thompson; 1876, Grinnell, C. P. Rogers; 1877, Cedar Rapids, Miss P. W. Sudlow; 1878, Marshalltown, H. Sabin; 1879, Independence, W. J. Shoup; 1880, Des Moines, R. G. Saunderson; 1881, Oskaloosa, S. Calvin; 1882, Cedar Falls, R. A. Harkness; 1883, Des Moines,¹ L. L. Klinefelter; 1884, Des Moines, H. H. Seerley; 1885, Des Moines, W. F. King; 1886, Des Moines, M. W. Bartlett; 1887, Cedar Rapids, L. T. Weld; 1888, Des Moines, J. L. Pickard; 1889, Des Moines, Lottie E. Granger; 1890, Des Moines, James McNaughton; 1891, Des Moines, H. H. Freer; 1892, Cedar Rapids, L. H. Hacker.

The association has grown until its annual assembly numbers 1,000 teachers or more, and its enrolled membership is about 900. Its work is now done in six sections, to wit: The educational council, college and university department, county superintendents and normal department, elementary and graded department, department of secondary instruction, department of penmanship and drawing.

The first section organized² was the college and university department.

Only a few general facts concerning the association can now be given, and a few illustrations appended.

(1) It has addressed itself to the apparent needs of the hour.

A sort of association-institute was held at Dubuque in 1857. Meth-

¹ Superintendent W. W. Speer, of Marshall County, was president, but in the absence of him and of the first vice-president, the second vice-president, L. L. Klinefelter, acted as president of the association.

² In 1871, at Council Bluffs.

ods of teaching were discussed and educational subjects presented, such as English grammar, by Prof. Jerome Allen; geography, by C. C. Nestlerode; mental arithmetic, by C. C. Nestlerode, J. L. Enos, and others; written arithmetic, by J. L. Enos; reading, by C. Childs; spelling, by J. H. Sanders, D. F. Wells, and others; phonetics, by J. H. Sanders, etc.

(2) Important legislation has been promoted by it.

The establishment of a reform school for juvenile offenders was first proposed in the association by C. C. Nestlerode in 1857, and a committee was appointed to memorialize the legislature in its behalf. Its advocacy was continued until the reform school was established by a bill introduced by the first president of the association. The services of W. A. Bemis, of Davenport, deserve special recognition at this point.

Graded schools were recommended in 1857, and enlarged provision made for them in the substantial terms of the bill prepared by C. C. Nestlerode.

A board of examiners empowered to grant professional and life certificates to the deserving was proposed by Prof. T. S. Parvin in 1861 and created by the board of education a few months later.

(3) It has not been inhospitable to educational novelties.

In 1857, on motion of J. H. Sanders, of Oskaloosa, it favored the publication of a series of text-books in phonetic type. At its last session, December 30, 1890-January 2, 1891, it indorsed the phonetic spelling of such words as "thru," and "tho."

Nevertheless it tabled a resolution offered in 1859 "that females should enjoy the right of suffrage in school matters."

(4) A high standard of morality and of moral influence has been repeatedly announced, one at times almost puritanic.

In 1857, on motion of Prof. Stone, of the State University, it resolved that entire abstinence from all intoxicating drinks as a beverage was essential to the highest grade of physical, mental, and moral attainments. The use of tobacco has been discountenanced.

A few years ago the local committee provided for an association dance at its annual meeting. A resolution of practical censure was introduced, and after discussion was withdrawn on the ground that the general sentiment unfriendly to the exercise had been sufficiently indicated.

(5) The use of the Bible in the schools has been advocated. In 1859 the association voted that it should be read daily in all our schools.

(6) Its expressions during the civil war were intensely unionist.

When Iowa was raising its quota of the first 300,000 volunteers called for by President Lincoln in 1861, the president of the association assured¹ Governor Kirkwood that every teacher was ready to enlist. The expressions of the association itself by repeated resolutions were characterized by Western directness and emphasis. They would not have been inappropriate in a recruiting station for the Union Army.

¹Iowa Historical Record for April, 1891.

IN CONCLUSION.

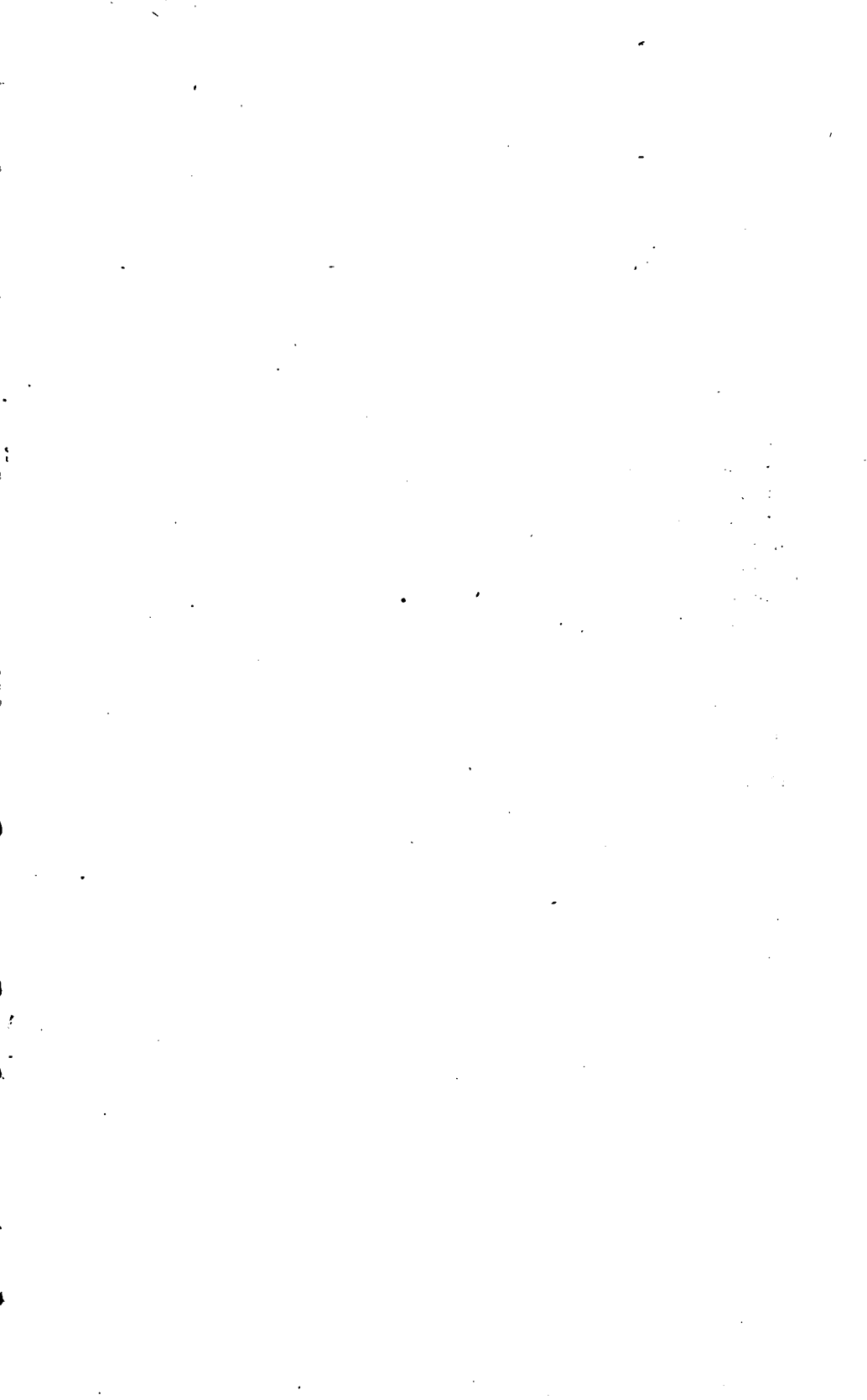
The general purpose of this volume has necessitated many regretted omissions. In noticing the outlines of educational progress during territorial times and since Iowa became a State, it has seemed best to emphasize the growth of secondary and of higher education as fostered by law and by political action. Professional schools and professional departments have been neglected. Even on chosen lines important additions have been considered. Towns and teachers have attempted to encourage manual industries through the public schools, and to stimulate the children to business habits and to economy by aiding them to make deposits in savings banks. These efforts, though only moderately successful, have been memorable and valuable. Training schools in cities have been very useful in fitting candidates for local service. Such city schools as those of Keokuk, Burlington, Davenport, Clinton, Dubuque, Marshalltown, Oskaloosa, Des Moines, Sioux City, and others, have risen to their high rank by the wisdom and by the efforts of teachers in schoolrooms and of citizens outside, which are worthy of note and of wide recognition.

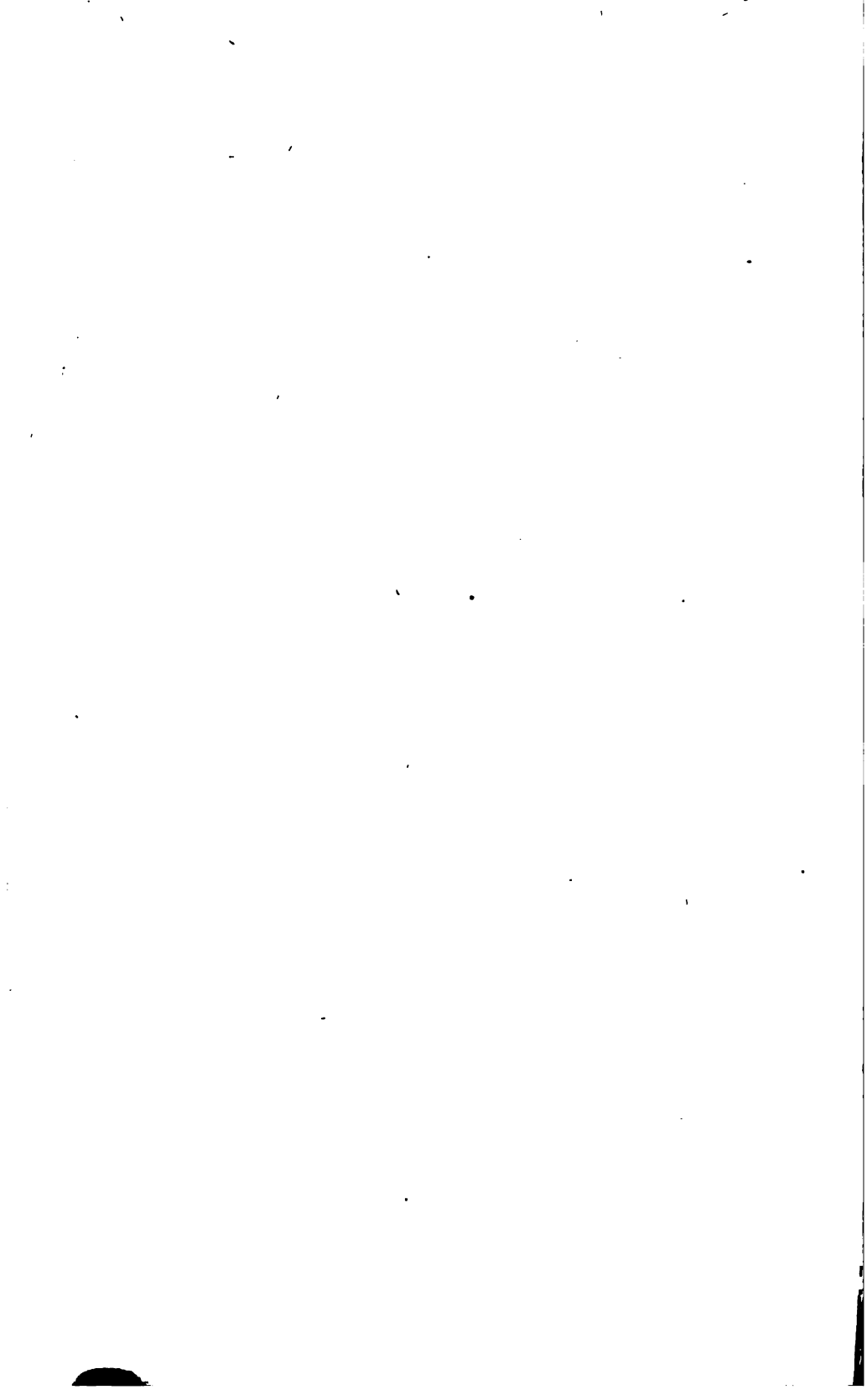
The builders of private schools merit a vastly more liberal recognition than has been possible here, more liberal indeed than they will ever receive unless the groups specially interested in them shall soon gather up the shreds of history still obtainable from the failing memories of the aged. Earliest Iowans left little record of themselves in newspapers or in pamphlets; printing presses were scarce in their days.

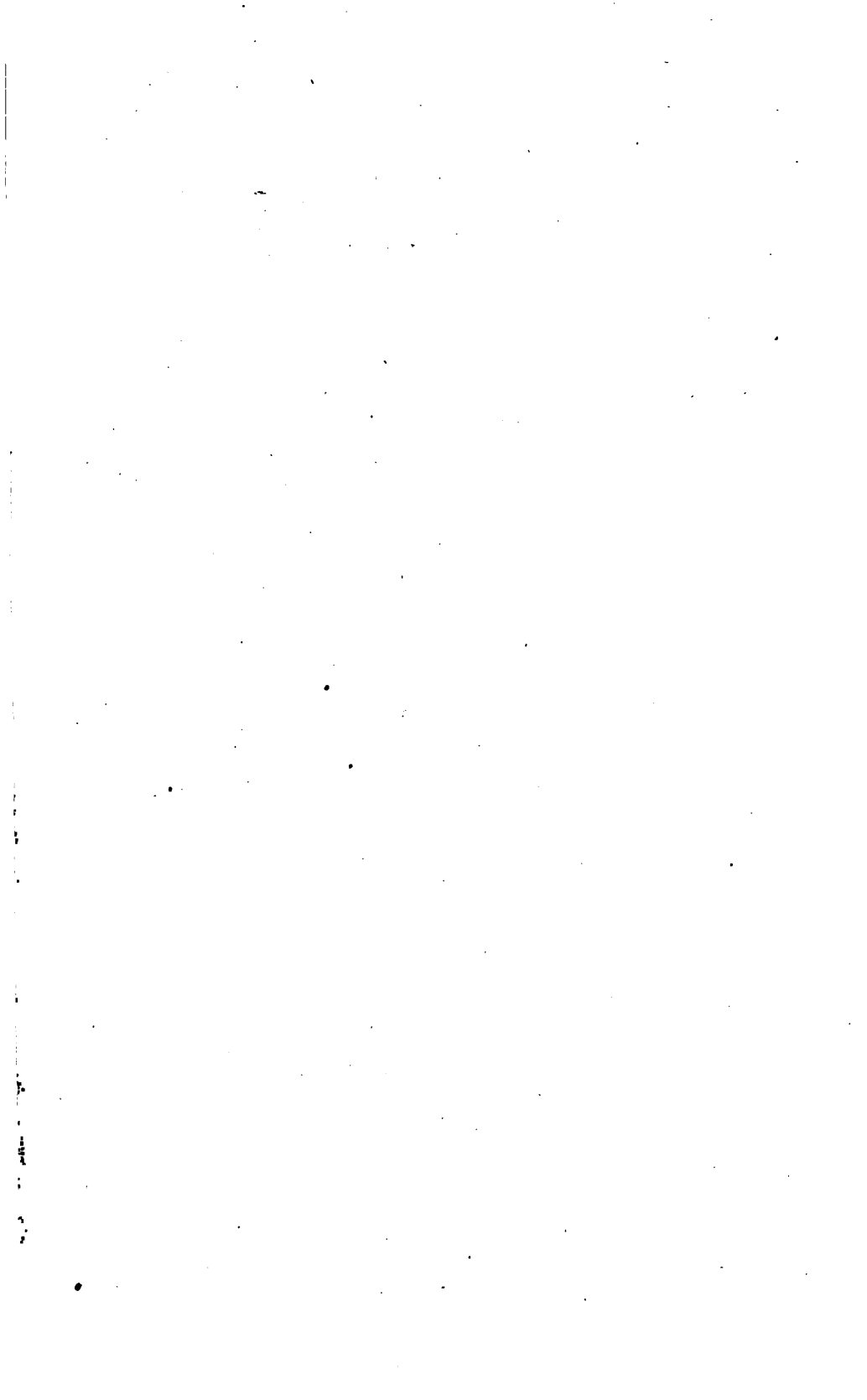
The front rank in literacy obtained by this State is due to the high character of the early settlers and to their earnest and continuous efforts in promoting all educational interests. The State institutions have maintained an honorable position during all their history, and probably no serious question will ever be raised again as to the right of the State to carry its instruction above the sphere of the common school. The only query will be how far it is expedient to go in each high school; how far in the highest schools.

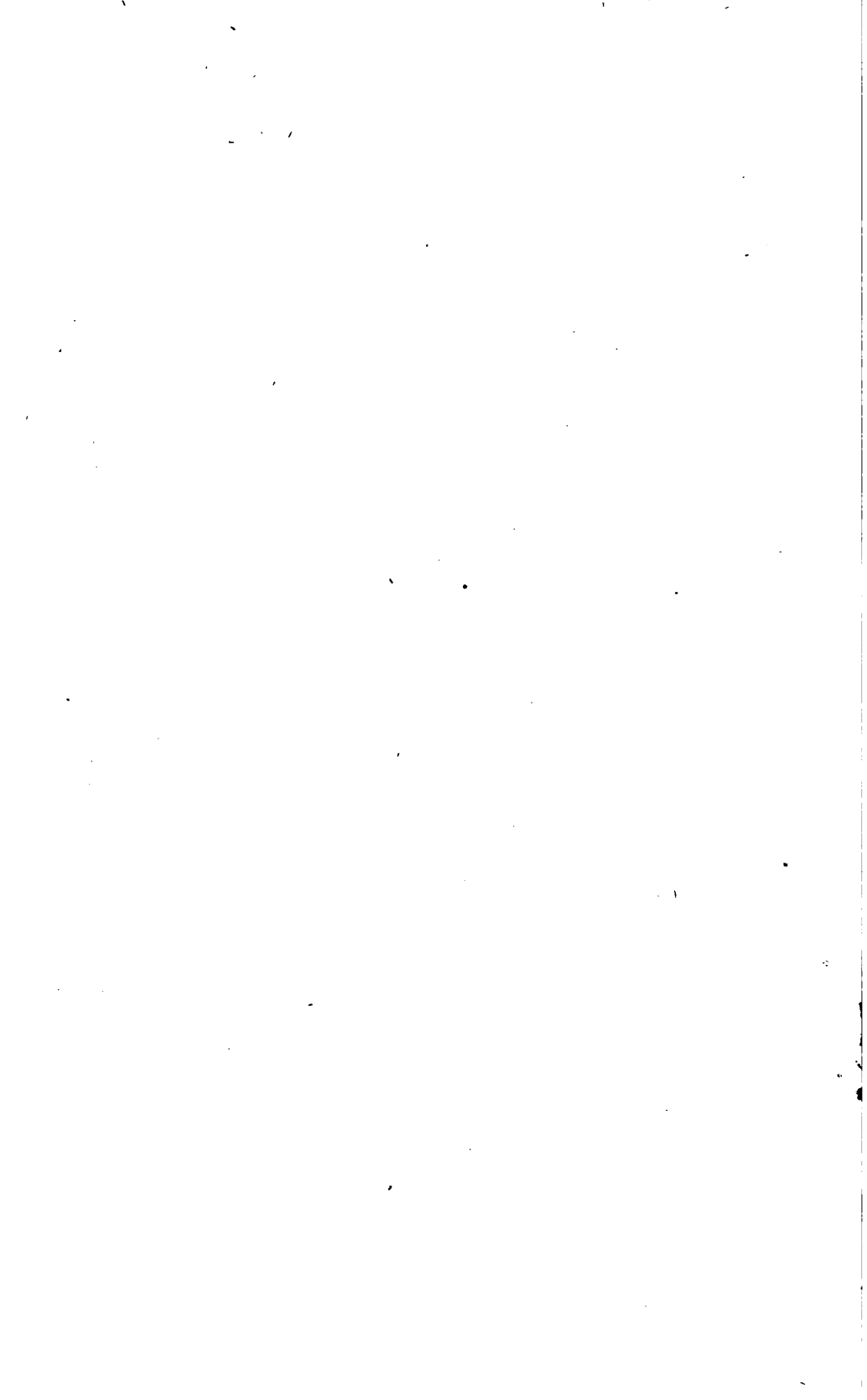
Some existing colleges may decline and even die; others will grow stronger from decade to decade until they shall become Yales and Harvards in the West. The love for these institutions which is now developing in the minds of penniless students as they enjoy college privileges on charity foundations will yet empty well-filled purses into rich endowments, best monuments to early college wisdom and to the donors themselves.

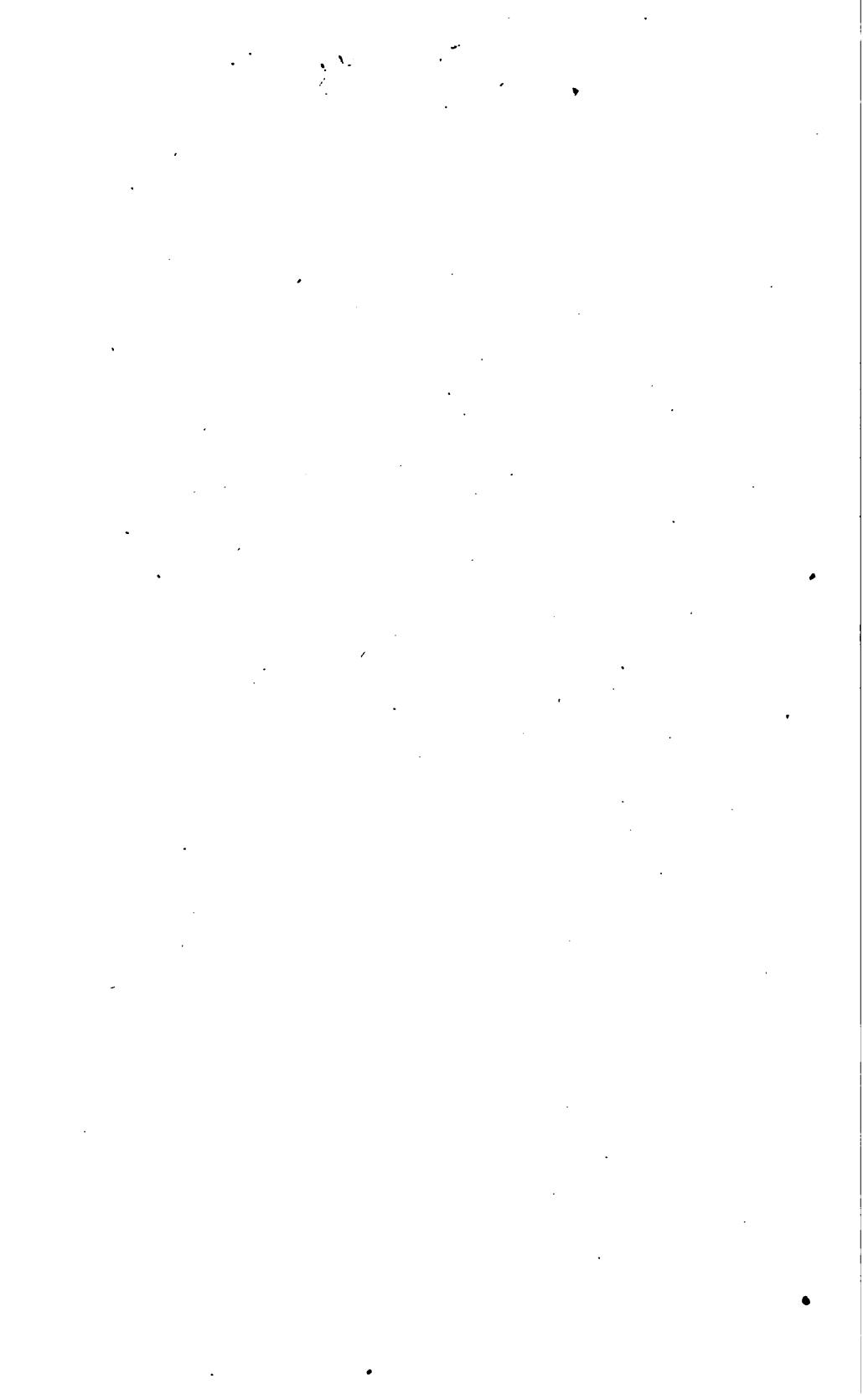
The future of education in Iowa seems safe. The fertility of its soil insures it ample resources; the intelligence and character of its people is a guaranty that its wealth will continue to promote knowledge and virtue.

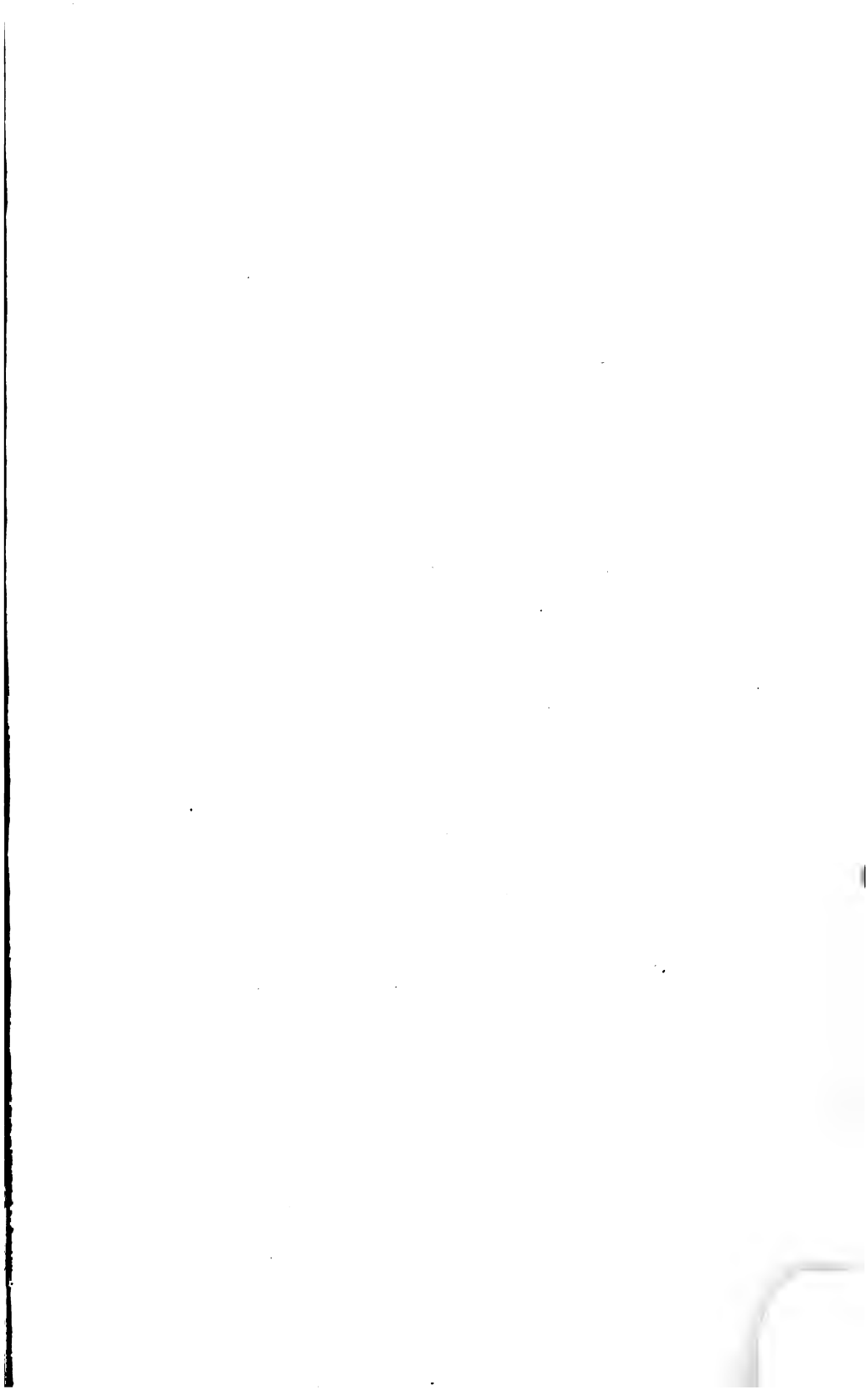


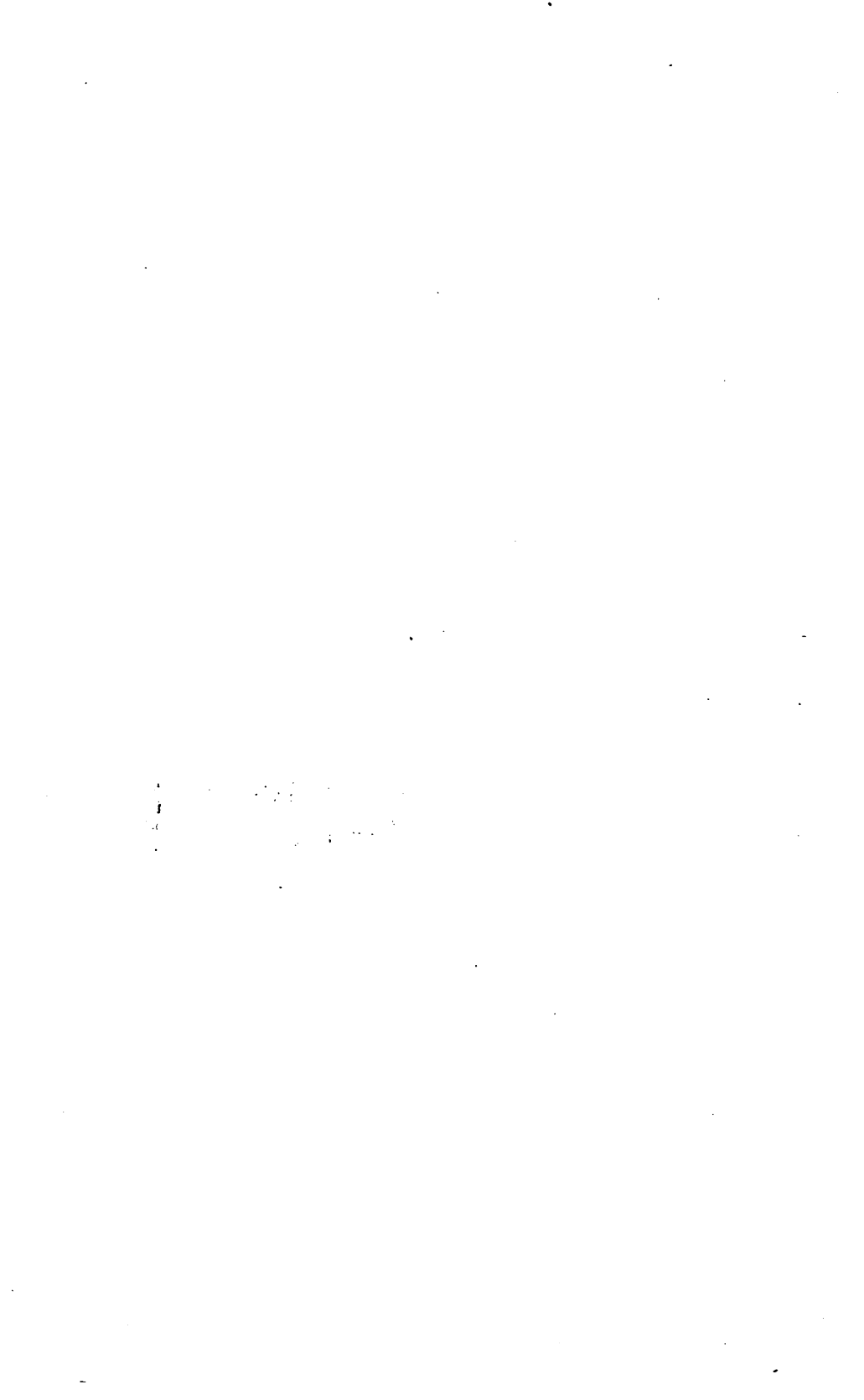














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